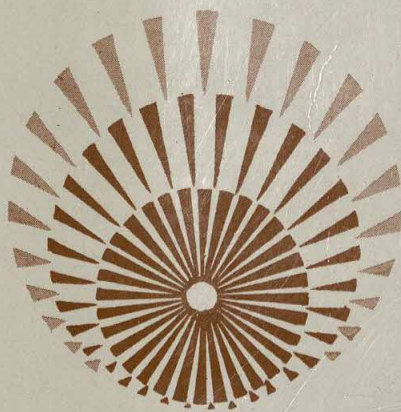


STATE STUDIES ON TEACHER EDUCATION

TEACHER EDUCATION — IN — HIMACHAL PRADESH



गुरुर्गुरुतमो धाम
NCTE

NATIONAL COUNCIL FOR TEACHER EDUCATION

International
Teacher Education

Teacher Education in Himachal Pradesh

Current Status, Issues and Future Projections

FOR INSTITUTIONAL
USE ONLY

Under the aegis of National
Council for Teacher Education



NATIONAL COUNCIL FOR TEACHER EDUCATION
210 BDA AUROBINDO
NEW DELHI-110 017

State Studies on
Teacher Education

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**Himachal Pradesh State Council of Educational
Research and Training
Solan**



NATIONAL COUNCIL FOR TEACHER EDUCATION

2/10 SDA AUROBINDO MARG
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Foreword

Teachers have always played a crucial role in preparing communities and societies towards exploring new horizons and achieving higher levels of progress and development. They are the prime agents of change. The significance of the emerging role of teachers has never been so critical as at this juncture. Professionalism in teacher education has been a matter of concern and attention in India, particularly during the last five decades. The National Policy on Education 1986/1992 clearly recognizes this and stipulates : "The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The Government and the community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative line". Earlier, the Kothari Commission (1964-66) had also made specific recommendations to improve upon the professional, academic and social aspects of teachers. Over the years several innovative steps and contributions of state and national level organizations towards revamping teacher education have been appreciable.

The National Council for Teacher Education Act, 1993 visualizes the task before the nation. It enjoins upon NCTE to achieve planned and coordinated development of teacher education in the country and also ensure maintenance of norms and standards. NCTE, as a statutory body, has taken upon itself these

responsibilities in all seriousness. A thorough understanding of teacher education system in the States/Union Territories could be a pre-requisite. Specific problems of the region have to be understood and responded to.

This could be done only through area-specific indepth studies. After several discussions with Dr. Chitra Naik, Member, Planning Commission, the NCTE decided to initiate a project of State Level Studies in Teacher Education. Such studies could be very helpful to policy makers, educational planners, teacher educators, researchers and teachers. NCTE organized a National Level Consultation Meeting inviting all SCERTs in 1996. The project was concretised subsequently by the National Steering Committee. One of the identified objectives before the NCTE in undertaking this project was to present before the state governments, the central government, the Planning Commission, universities, state and national level organizations a complete picture of education in the state highlighting the areas of input required in terms of infrastructures and professional support. It was felt that this would be helpful to the system as a whole. Consequently, the project focuses not only on collecting institutional information but also on undertaking indepth study of training facilities, manpower availability, incoherence between content and processes, etc.

Prof. O.S. Dewal accepted the offer of NCTE to function as National Co-ordinator for this Project. A National Project Co-ordination Committee comprising Dr. T.N. Dhar, Dr R.P. Singhal, Prof. C.L. Anand, Shri S.K. Grover, Dr. K. Walia and Prof. O. S. Dewal, constituted for this purpose, has been regularly monitoring the progress and assisting the state level bodies in completing the task.

To the State of Himachal Pradesh goes the credit to complete this report well in time and to our satisfaction. I am thankful to Shri Upendra Nath Khosla, Principal, SCERT, Himachal Pradesh, Solan, his Colleague Dr. Sudhir Kumar Sharma, Nodal Officer and the members of the Project team who did commendable work in completing this study. We are grateful to Dr. J.L. Azad for editing and to Dr. D.N. Khosla for bringing out the report in the present form. NCTE hopes to present more such reports before the Nation.

New Delhi
June 30, 1998

J.S. Rajput
Chairman, NCTE

Preface

At a workshop organized by the National Council for Teacher Education at New Delhi in May 1996, the task of doing baseline survey on status of teacher education in the State of Himachal Pradesh was accepted by the SCERT. It transpired that the data would be consolidated at the national level to find reflection in the 9th Five Year Plan document. The project, funded by the NCTE, was supposed to concentrate only on B.Ed./B.T. institutions, which was subsequently extended to DIETs as well.

Much water has flown since then. The only Lecturer in Education we had, left us and was replaced by Dr. Sudhir Kumar Sharma, Lecturer in Public Administration as State Nodal Officer for the project. The funds were cleared in March 1997 and a State Advisory Committee was constituted with Ms. Rajwant Sandhu, I.A.S., Commissioner-cum-Secretary (Education), Himachal Pradesh Government as its Chairperson to monitor the progress. Since the SCERT did not have a properly qualified expert in education, Dr. Lokesh Koul, Professor and Chairman, Department of Education and Dean, Faculty of Education, H.P. University, Shimla accepted our request to act as consultant and suggested the name of Dr. Kiran Kanta as a research fellow for the project. We would not have had a better team of workers.

Of the 12 DIETs - one in each district - in the State, the one at Keylong for Lahaul & Spiti has not been included in the survey since it has not been really functional. Being a difficult terrain with large distances to traverse, it took much longer than anticipated to collect data from 11 DIETs, two B.Ed. institutions, one at Dharamshala and the other at Shimla. Except St. Bede's College, Shimla, which is private, all these are Government institutions. It gives me great pleasure to place the report in the hands of educationists, planners and those who shape the destiny of education in the country.

The project team comprising Prof. Lokesh Koul, Dr. Sudhir Kumar Sharma and Dr. Kiran Kanta worked very hard to make the report really objective with no figure cooked, no data kept hidden and no information concealed, however unpleasant it might have been, in order to satisfy the guiding principle of being 'ruthlessly honest' to help us, in turn, think of harsh options and develop tangible plans of action for teacher education.

Being a man of great stature, an educationist of national eminence and a perfectionist, Prof. Koul's policy (and that of ours, too) is to do a good job even if it takes more time. Therefore, we decided not to hurry up because quality of work could not be sacrificed. Dr. Sharma and Dr. Kiran Kanta showed immense patience and toiled very hard in this work. 'Kudos' as well as special thanks to the project team for doing a nice job in completing the study report. Special thanks are also due to Ms. Rajwant Sandhu, IAS, Commissioner-cum-Secretary (Education) and Chairman of the State Steering Committee for her valuable guidance and advice during execution of the study. We express our gratefulness to various other persons like Asstt. Professor

Dr. Kulwinder Singh of Department of Education, H.P. University, Faculty Members of SCERT, Solan, Teachers' Colleges and DIETs for their active cooperation in the conduct of the study.

For the nice get up of the document, credit goes to M/s Alpha Reprographers, Summer Hill, Shimla who gave us software support, including graphics.

We look forward to critical appreciation of the report.

Upendra Nath Khosla

Principal

SCERT, Solan

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General Historical Perspective

Since times immemorial, India has been a fountain head of scholarship and learning. Innumerable seekers of knowledge from far off lands, travelling through inhospitable terrain, have flocked to this 'century seat' in the feet of the Indian 'Gurus' to unravel the mysteries of nature and to study the intricacies of the deep philosophical thought enshrined in Indian scriptures. The teacher commanded respect and veneration, which was the envy of the mighty monarchs who ruled over this earth.

In the Medieval period, the 'great teacher' was conceived to be one who was well-versed in arts, sciences and theology. He was expected to be skilled in oration, with well integrated personality. He lived a life of piety and renunciation and was revered equally by the nobility and the commoner.

During the early British period, the East India Company did not pay much attention to Indian education. Some time later, interest in the acquisition of territory through conquest, deceit and treachery. Hordes of Christian Missionaries depended on the unsuspecting 'natives' of India to set up religious institutions, which were more intended to be instruments of proselytisation rather than providing educational facilities to the common people.

Chapter I

INTRODUCTION

General Historical Perspective

Since times immemorial, India has been a fountain head of scholarship and learning. Innumerable seekers of knowledge from far off lands, traversing through inhospitable terrain, have flocked to this country to sit at the feet of the Indian 'Gurus' to unravel the mysteries of nature and to study the intricacies of the deep philosophical thought enshrined in Indian scriptures. The teacher commanded respect and adoration, which was the envy of the mighty monarchs that ruled over this earth.

In the Medieval period, the true teacher was conceived to be one who was well versed in arts, sciences and theology. He was expected to be skilful in articulation, with well integrated personality. He lived a life of piety and renunciation and was revered equally by the nobility and the commoner.

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It was the first War of Independence (1857), which aroused the colonial masters from their stupor, culminating in the establishment of universities in three Presidencies of the then British territory.

The first concerted effort to draw up a policy framework about the education of the Indian subjects was made by the setting up of the Indian Education Commission, known as the Hunter Commission (1882–1883), which was directed to look into the educational needs of India. The Commission was also expected to evaluate the quality of teacher education. The Commission recommended that:

- i) Teacher education programme need to be broad based so as to include rudiments of psychology, principles of class management and trends of educational system in vogue in a country;
- ii) A teacher was a better teacher only after he had practised skill in teaching; and
- iii) The more equipped in knowledge he is, the less is the need of general education for him and vice versa.

At the close of the nineteenth century numerous experiments were made in the field of curricular changes all over the country. A clear cut distinction also emerged about the pattern of teacher education for the preparation of primary, secondary and collegiate courses. The three categories of courses stood distinguished with regard to the instruction and the medium in which instruction was to be imparted. Primary education was to be done in the vernacular medium while college education was to be imparted through the medium of English.

In a general climate of satisfaction with the progress of teacher education all around up to the end of the nineteenth century, the Government of India's Resolution on Educational Policy (1904) expressed the need of reaffirming the principles and practices

brought about during the period on the one hand, and also the need for further extending and developing those in response to the changing times of the country on the other. The Resolution specifically recommended that :

- More men of ability and experience in the field of higher training will be needed;
- Training colleges should necessarily be equipped with great skills and abilities of capable hands;
- Except for graduates the period of training should be two years;
- The graduates should have a course of instruction directed towards acquiring knowledge of principles which underlie the art of teaching and also that of acquiring some degree of technical skills in the practice of that art;
- A course for graduates should culminate in a University degree/diploma; for others, the course should mean extension, co-ordination and revision of their general studies;
- The scheme of instruction should be determined by the authorities of training colleges and the Education Department in consultation with one another;
- The examination should be controlled by the same authorities;
- The teaching should be closely associated with its practice and for this purpose good schools for practice purposes be attached to each college;
- Such schools should be fully equipped with well trained teachers;

- Students should see examples of excellent teaching and should learn teaching under able guidance and supervision;
- A good library and a museum for exhibiting samples, models, illustrations and records should go into the making of a good training college;
- A proper connection be maintained between the training college and the schools so that the students on leaving the college and entering upon their career as teachers may not neglect to practise the methods which they have been taught, and may not (as sometimes happens) be prevented from doing so and forced to fall into line with the more mechanical methods of their untrained colleagues; and
- Old students of training colleges should be occasionally brought together again and the inspecting staff should co-operate with the training college authorities in seeing that the influence of the college makes itself felt in schools.

In subsequent years, a renewed effort was made all over the country for expanding teacher education by giving due encouragement to professional course in the form of award of university degree in teaching, revision of courses, provision of evaluation of trainees in a regular way and introduction of the process of internal assessment under the close supervision by the head of the institution. The practice of arranging refresher courses for in-service teachers also came in vogue.

Model of a teacher training institution got shaped into a somewhat satisfactory centre of teacher education as may be assessed from a report on David Hare Training College, Calcutta:

The aim of the training course is to give to the teacher an all-round preparation for his work, both from theoretical and practical points of view. On one hand he

needs a knowledge of the subjects he has to teach, an acquaintance with the nature of the pupil's mind and of the principles which underlie the art of teaching and some knowledge of the history of education in the past, on the other hand he learns by actual practice in the school room to control and teach his class. The theoretical training has been imparted by means of lectures on the theory and practice of teaching in relation to Mental and Moral Science, on the methods of teaching school subjects, of maintaining discipline and the history of education. Weekly essays on appropriate subjects have been written by the students and the library as an aid has been at their disposal. Also test papers are periodically set by members of the staff. As to the practical training, each student attends demonstration lesson by staff; each has to prepare and give, under supervision, lessons in the schools, and each has to watch and criticise lessons given by the other student.

During the spread of teacher training programmes at degree/University level some problems also came to the fore for consideration. The Central Advisory Board of Education (CABE) surveyed the main fields of educational activities and the report submitted under the Chairmanship of Sir John Sargent categorically stated that it was for India to decide whether the time had arrived when a national system of education was to be formulated or not. For the first time there appeared in clear cut terms the significance and aim of education that a country should

provide to its citizens. The Board pointed out that there are certain fundamental principles which must determine the training of the future citizens wherever in the world they may happen to be. It was also of the view that no form of social or political community could ever prosper unless the importance of fostering in the rising generation such attributes as physical fitness, intelligence and integrity of character received the fullest recognition.

Referring to the inadequate and insufficient training facilities in the country and also stressing the need for starting new training schools, colleges and even university departments of education, the report stated the following academic measures:

- Suitable boys and girls should be picked up towards the end of the high school course and attracted into the teaching profession;
- The courses provided should be essentially practical and especially related to the needs of the schools in which trainees will subsequently serve;
- Refresher courses are of the utmost importance; and
- Facilities for research be provided.

After Independence, the University Education Commission (1948-49) picked up some cues from the Report for improving upon the standard and depth of teacher education. The Commission suggested the following measures:

- Courses should be remodelled; more time and weight should be given to school practice in assessing students' performance;
- Suitable schools should be used for teaching practice;
- Students should be encouraged to fall in line with the current school practices and make the best of it;

- Training college staff recruitment should be from people having first hand experience of school teaching; and
- Courses in theory of education should be flexible and adaptable to local circumstances. The two other distinctive measures relate themselves to master's course of study to be pursued after years of teaching experience and to encouraging original work by professors and teachers on an all India basis. These measures indicate that much thought was directed to the detailed and intensive suggestions regarding the improvement of practice teaching that constitutes the crux of successful teacher training programme.

The Secondary Education Commission Report (1952-53) also stressed that importance should be attached to teaching practice in schools and reiterated the utility of having a demonstration school attached to every training institution for practical training. It also emphasized that there should be a number of schools at a reasonably near distance for the same purpose. Again for the first time, stress was laid on training in methods of teaching minimum of two school subjects. They were fully aware of the fact that the development of practical ability in a teacher should depend on the following two basic components:

- i) The teaching comprising lesson planning, preparation, delivery, encouragement to students for participation—in short, a command of knowledge of the subject and the skill in handling it, besides observation, demonstration and criticism of lessons, and
- ii) The sessional practical work including activities that support, strengthen and enrich teaching— such as construction and administration of scholastic tests, organisation of supervised study and students' societies, conducting library periods and maintenance of

cumulative records. The report states while pointing out the broad based purpose of the practical ability-

We feel that the scope of teacher training, particularly in its practical aspect, should be broadened to include some of those activities that a student teacher will be expected to perform when he becomes a full fledged teacher.

As for assessment of a teacher's practical ability, the suggestion was to introduce the practice of internal assessment supplemented, whenever needed, by sample test to be taken by the Board of Examiners.

The beginning of sixties saw several important changes in the field of teacher education. The formation of the NCERT, the establishment of the four Regional Colleges of Education at Ajmer, Bhopal, Bhubaneshwar and Mysore (each one to run integrated four year teacher education programme), the inception of B.Ed. Correspondence Courses to clear the backlog of secondary school teachers, starting of full time and part time M.Ed. courses in several universities were the main achievements in the field of teacher education during this period.

Education Commission (1964-66) suggested measures to utilize teacher education and the process of learning and teaching in our classrooms by:

- Removing the isolation of training institutions by bringing them into the direct stream of the academic life of the universities and by building up closer relations with the schools and between the training institutions preparing teachers for different levels,
- Improving the quality of training programmes and training institutions;

- Expanding training facilities;
- Making adequate provision for continuing professional education of all teachers; and
- Creating appropriate agencies, both at the Centre and in the States, for the maintenance of standards in teacher education.

While deliberating about modalities to be adopted for strengthening teacher education programmes, the Commission observed that the Government of India should provide liberal funds in the centrally sponsored sector to assist state governments to develop teacher education programmes on the lines recommended. Some of the special programmes that need emphasis are the upgrading of training institutions for primary teachers to the University standard, improvement programmes of training institutions at all levels, correspondence education, in-service education and the establishment of training institutions of large size.

The National Policy on Education (1986/1992) and the Programme of Action (POA) highlighted the changing role of teachers as follows:

As far as the whole time teachers in educational institutions are concerned, their principal role is, and will be, teaching and guidance of their pupils, not only through classroom instruction and tutorials, but by personal contact and numerous other ways which they have always employed for building the character of their pupils. Teachers at all stages are expected to undertake or promote research, experimentation and innovations. Teachers have an indispensable role in extension and social service. They have also to participate

in the management of a variety of services and activities which educational institutions undertake to implement their programmes.

The policy stressed that the general rationale for training teachers in generalised and specialised skills in the teaching of science, mathematics and technical/vocational subjects should include the following:

- Professional competence as required of a teacher achieved through an organised programme of learning experiences as not merely a byproduct of becoming a well educated person;
- Broad based general education that should enable teachers in training to attain mastery of the subject matter;
- General education that should contribute to the personal growth of the teacher and professional education that should teach the skill of professional performance; specialization should provide scholarly knowledge of the subjects to be taught;
- Prospective teachers must increasingly assume responsibility for their own education; and
- Opportunities to work with adolescent learners must be an integral part of the professional preparation of teachers.

The qualitative improvement of teacher education depends also on :

- The quality of students entering the teaching profession;
- The relevance of teacher education curricula to objectives of teacher preparation;
- Duration of teacher training;

- Professional preparation of teacher educators;
- The infrastructural support to teacher education institutions; and
- Maintenance of quality control in teacher education.

These parameters, however, cannot simply be confined to pre-service training only. Hence programmes must be created in which both pre-service and in-service training of teachers are integrally fused. Initiatives required in teacher training programmes include:

- Programmes to integrate education of the disabled;
- Teacher training in non-formal education and multi-grade teaching in non-scholastic areas;
- Training of female teachers to meet specific needs;
- Training in how to improve students' learning attainment (minimum levels of learning — MLL);
- Training in the teaching of integrated science; and
- Training in educational needs in early childhood.

A proposal was formulated in the National Policy on Education (1986/1992) to confer autonomous and statutory status on the National Council for Teacher Education (NCTE) with powers to maintain standards in teacher education and ensure co-ordinated and integrated development of teacher education. NCTE came into existence vide Act No. 73 of 1993 of Parliament. The Council was formally established on 17th August 1995 as an apex body

The National Council for Teacher Education (NCTE), in its present form as a statutory body, initiated consultation and

discussions with educationists, teacher educators, teachers and educational planners on the strategy to be adopted to develop a curriculum framework for teacher education so as to address itself to the demands of the 21st century. The Council emphasized that the issues be identified and included in the discussion document which may provide the basis for a national debate leading to a curriculum framework on the :

- i) Nature and relevance of contexts;
- ii) Types of programmes;
- iii) Transactional strategies including practical work, etc.; and
- iv) Linkages between education and community, socio-cultural contexts and the emerging economic perceptions.

The essential components of teacher education programmes, such as, subject matter content, pedagogical courses, student teaching and practical work have to correspond to the pertinent contexts, concerns and issues and have to be rooted in the regional and socio-cultural plurality of the nation to emphasis its new techniques, technologies, skill development, upgradation of knowledge and capacity for self-motivated learning.

In order to establish linkages between teacher education institutions and other agencies in teacher education programme, the NCTE proposed to undertake State level projects on status of teacher education for collecting a data base at national level with the objectives to:

- i) Study the growth, development and present status of teacher education system in the State/Union Territory;
- ii) Study the structure, mechanism of management, infrastructural facilities, admission requirements, courses

- offered and modes of their transaction and other matters related to quality etc. of teacher education in various teacher education institutions in the State/Union Territory;
- iii) Identify strengths, problems and current issues in teacher education in the State/Union Territory;
 - iv) Identify the reforms needed to revamp the teacher education programmes in the light of the emerging changes in school education;
 - v) Assess the extent of manpower required for different categories of teachers and teacher educators in the State/Union Territory;
 - vi) Identify additional inputs critically needed for improving teacher education systems and for bridging the gaps identified in the study; and
 - vii) Help planners and policy makers to do future planning and reconstruction of teacher education in the State/Union Territory.

Teacher Education in Himachal Pradesh

Himachal Pradesh is situated in the heart of the Western Himalayas. Physiographically the territory can be divided into three zones—outer Himalayas or the Shivaliks, inner Himalayas or mid Himalayas and the Greater Himalayas or the Alpine zone.

Himachal Pradesh came into existence as a result of merger of thirty hill states on April 15, 1948 as a Chief Commissioner's Province and four districts namely Chamba, Mahasu, Mandi and Sirmour were constituted. In 1952, it became a Part "C" State of the Indian Union with a Lieutenant Governor, a Legislative Assembly and a popular Ministry. On October 31, 1956 Himachal Vidhan Sabha was dissolved and Himachal became a union territory. On November 1, 1966, the Punjab hill areas were merged

in Himachal, which increased the area of the State to 55658 Sq. Km. comprising ten districts. On January 25, 1971, it became the eighteenth State of the Indian Union.

Before the formation of Himachal Pradesh it was divided into big and small princely states. With the exception of a few large states, administration in all of them was run at the whims of the rulers or their Wazirs whose word was considered to be the law. In these states, the whole administration used to be in the hands of only one or two persons, sometimes totally unqualified for the job. Educational facilities were negligible and were mainly confined to urban areas. The teachers were mostly untrained and their pay scales were very meagre. Literacy rate was very low. When Himachal Pradesh came into existence, special attention was paid by the state government towards the extension of education for taking its benefits to the door-step of the people.

The Teacher Training Programme was first started in the year 1951 when a government basic training school was started at Solan to meet the shortage of junior basic trained teachers to teach primary classes. The duration of the course was one year. A Sanskrit Pathshala at Solan was imparting education to 'Shastris' long before the formation of Himachal Pradesh. It was affiliated to Punjab University. An Oriental College, Shri Brahman Sabha Sanskrit College, Shimla had started functioning in 1917. It prepared students for Visharad and Shastri examinations. Junior basic training classes, extending to over two years, were started in Government Training College for Women at Shimla, Government Higher Secondary Schools at Kandaghat and Sabathu. There was one Teacher Training Centre at St. Bede's College for training of pre-primary school teachers. One Basic Training School was opened at Nahan in 1955 and another at Dharamshala in 1956. The Unit-wise growth of Teacher Education at basic/

elementary level from 1950 to 1993 is presented in Table 1.1 and graphically in Figure 1.1.

TABLE 1.1
Number of Basic Training Institutions

S. No.	Year	Units
1.	1950-51	01
2.	1960-61	04
3.	1971-72	03
4.	1972-73	08
5.	1976-77	05
6.	1981-82	05
7.	1982-83	06
8.	1992-93	06
9.	1997	12*

* (DIETs in operation, with all the six Basic Training Schools converted into DIETs)

Number of Basic Training Institutions

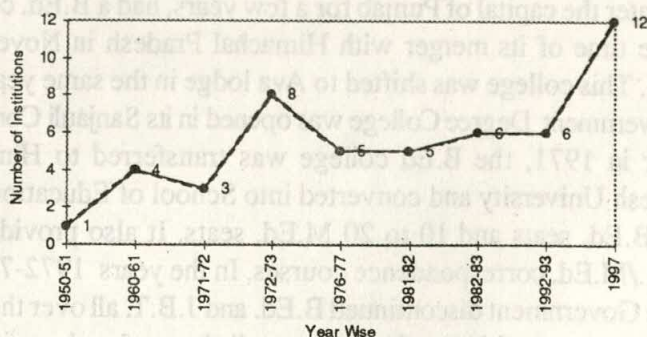


Figure 1.1

Formation of DIETs

In 1992, Government of India sponsored a scheme of opening District Institutes of Education and Training at various places in the state and for this purpose the existing six Basic Training Schools were upgraded to DIETs and five new DIETs were established with the objective of improving the quality of teacher education by imparting in-service teacher education besides catering to the needs of new teachers by providing facilities of pre-service junior basic training.

Growth of B.Ed. Training

As part "C" State of Indian Union, Mahasu was the only district to have a teacher training college. This college was initially started in 1953 at Auhar as Government Post-Graduate Basic Training College and was shifted to Solan in the year 1957. It was affiliated to Punjab University with 75% seats reserved for in-service trainees and 25% open seats. The trainees had to fill up a bond of 5 years' service in Himachal Pradesh. B.Ed. training programme was also started in Government College of Education at Dharamshala in 1956, which has been converted into College of Teacher Education (CTE) since 1993.

Shimla, which was once the summer capital of British India and later the capital of Punjab for a few years, had a B.Ed. college at the time of its merger with Himachal Pradesh in November, 1966. This college was shifted to Ava lodge in the same year and a Government Degree College was opened in its Sanjauli Complex. Later in 1971, the B.Ed college was transferred to Himachal Pradesh University and converted into School of Education with 100 B.Ed. seats and 10 to 20 M.Ed. seats. It also provided for B.Ed./M.Ed. correspondence courses. In the years 1972-73, the State Government discontinued B.Ed. and J.B.T. all over the state in order to provide employment to all those already trained in these courses. B.Ed. courses through regular mode were restarted

in the University and in two other centres, viz., Government College of Education, Dharamshala and SCERT, Solan during 1984-85. SCERT, however, discontinued B.Ed. after the completion of the session 1985-86. Thus, at present B.Ed. course is run at two places, that is, College of Teacher Education, Dharamshala and Department of Education, Himachal Pradesh University, Shimla. The University also started a two year B.Ed. course through distance mode in 1996 as per norms established by NCTE to clear the backlog of untrained teacher serving in the schools in the tribal belt. It was discontinued in 1997-98.

For the purpose of streamlining the functioning of teacher training institutions and to strengthen them in terms of manpower, institutional infrastructure and other professional support system, an endeavour has been made in the present study to assess the status of teacher education in the State.

Chapter 2

THE PROBLEM

Education is a powerful agent of social change. Formal institutions of education have a vital role in shaping the destiny of the nation because they are entrusted with the job of producing the right kind of useful and productive citizens. The teacher is the pivot around which the sound system of education revolves. Teaching is regarded as an art. The process has been scientifically analysed resulting in innovative practices like micro-teaching, simulated brain-storming, team teaching etc. In the changed political, social and economic conditions in our country, demands made on the teacher are substantial and varied. Professional education of teachers is a pre-requisite in all parts of the country for their employment in elementary and secondary schools. The in-service and pre-service teacher education programmes are helpful in creating awareness among teachers for self-improvement and for their continuous professional growth. These programmes help teachers in improving their knowledge and understanding of teaching methods and in promoting their sense of responsibility and self-criticism. However, a large number of teacher education institutions are inadequately equipped in terms of human, physical and academic facilities and hardly provide any effective and meaningful professional orientation to the teacher.

Hence, NPE (1986) called for a substantial improvement in the conditions of work and in the quality of teacher education and consequently a centrally sponsored scheme of teacher education was launched in 1987. The objective of the scheme was to orient teachers in the main priorities and directions envisaged in the Policy and to improve their professional competence. The orientation was done through 10-day camps mainly held during summer vacation. The SCERT organized these camps under the guidance and supervision of the NCERT. The POA (1986) envisaged setting up of District Institutes of Education and Training (DIETs) to provide quality pre-service and in-service education to teachers, Adult Education (AE) and Non-formal Education (NFF) personnel and to provide academic and resource support to elementary and adult education systems as also to engage teachers in action research and innovations.

The UGC Panel on Education is presently working out the details of a scheme to strengthen the departments of education in the universities so that they can provide academic support to the network of training institutes, viz., IASEs, CTEs, DIETs, etc.

The purpose of the present study was to examine the growth, development and present status of teacher education system in the State. Findings of the study highlight the structure, mechanism of management, infrastructural facilities, admission requirements, courses offered and modes of their transaction and other matters related to quality of teacher education in various teacher education institutions so as to provide an insight into the issues pertaining to pre-service and in-service teacher education programmes. This will facilitate the State to improve school education by addressing itself to the quality of teachers by providing them an opportunity to enhance their efficacy through in-service programme. The State is infact moving towards total literacy by focusing on adult education programmes,

universalisation of elementary education especially through the District Primary Education Programme (DPEP) in its educationally backward districts. Since the focus is not merely on universal literacy but also on quality of education, findings of the study will provide necessary inputs in teacher education programmes to improve the quality of education in the State.

Objectives

The objectives of the Survey are to study the :

(a) Development of teacher education in the State with respect to:

- reforms and experiences;
- number and types of teacher education institutions;
- types of pre-service education courses offered;
- intake for different teacher education courses; and
- in-service teacher education programmes offered.

(b) Problems and issues of teacher education with respect to

- pre-primary education;
- primary education;
- secondary education; and
- fulfilment of NCTE requirements.

(c) Management of teacher education with respect to:

- affiliation / recognition;
- recruitment of teacher educators;

- functioning of teacher education institutions;
- policy/ procedures of admission for courses of teacher education;
- strategies for professional development of teacher education;
- linkages of teacher education institutions with other institutions including community;
- facilities/infrastructure available in teacher education institution;
- resource support (financial, administrative and academic/ technical); and
- future perspectives of teacher education envisaged in the 9th plan document of the state.

Scope of the Study

- The study is based on all the eleven DIETs of the State of Himachal Pradesh providing pre-service and in-service teacher education programmes for primary school teachers. The DIET of Lahaul & Spiti was opened in August 1997 only and is still non-functional. It was , therefore, not included in the study.
- The study also includes two institutions offering B.Ed. programme, namely, Government College of Teacher Education, Dharmshala and Department of Education, Himachal Pradesh University, Shimla.
- The study covers the SCERT, Solan. It is imparting in-service training to teachers.

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Operational Definitions of the Key Terms

District Institute of Education and Training (DIET)

DIET is an institution which provides academic and resource support at the grass root level for the success of various strategies and programmes being undertaken in the areas of elementary and adult education with special reference to the UPE/UEE/AE so as to suit the needs of the individual, the district and the state to be operationalized through specific programme norms set for the district/state.

National Council for Teacher Education (NCTE)

It is a statutory body set up under an Act of Parliament (No.173 of 1993) with the main objective to achieve planned and co-ordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the education system and for matters connected therewith.

The detailed functions of the Council as envisaged in the Act are to :

- a) Undertake surveys and studies relating to various aspects of teacher education and publish the result thereof;
- b) Make recommendations to the Central and State Governments, Universities, University Grants Commission and recognised institutions in the matter of preparation of suitable plans and programmes in the field of teacher education;
- c) Co-ordinate and monitor teacher education and its development in the country;
- d) Lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or in recognised institutions;

- e) Lay down norms for any specified category of courses or trainings in teacher education, including the minimum eligibility criteria of admission thereof, and the method of selection of candidates, duration of the course, course contents and mode of curriculum;
- f) Lay down guidelines for compliance by recognised institutions, for starting new courses or training, and for providing physical and instructional facilities, staffing pattern and staff qualifications;
- g) Lay down standards in respect to examinations leading of teacher education qualifications, criteria for admission to such examinations and develop schemes of courses and training programmes;
- h) Lay down guidelines regarding tuition fees and other fees chargeable by recognised institutions;
- i) Promote and conduct innovation and research in various areas of teacher education and disseminate the results thereof;
- j) Examine and review periodically the implementation of the norms, guidelines and standards laid down by the Council, and to suitably advise the recognised institutions;
- k) Evolve suitable performance appraisal systems, norms and mechanisms for enforcing accountability on recognised institutions;
- l) Formulate schemes for various levels of teacher education and identify recognised institutions and set up new institutions for teacher development programmes;
- m) Take all necessary steps to prevent commercialization of teacher education; and
- n) Perform such other functions as may be entrusted to it by the Central Government.

State Council of Educational Research and Training (SCERT)

SCERT is an institution which prepares and develops pre-service curriculum and textual material at elementary and secondary teacher education level's. It initiates educational research studies and projects pertaining to universalisation of elementary education, community participation, popularisation of science etc.

Teacher Education

Teacher education includes pre-service and in-service teacher training programmes organised for preparing teachers for schools at different stages and orienting in-service teachers in new issues/themes/learning areas.

Status

The present position of the teacher education programme in the State.



Chapter 3

METHODOLOGY

The study sponsored by NCTE to obtain baseline data on the status of teacher education aims at covering managerial aspects, financial aspects, staff structure of teacher education institutions, staff qualifications, staff strength (sanctioned and actual), curriculum followed and its transactional strategies, physical infrastructure, admission criteria and procedures, examination system, research and extension work, community activities, staff welfare activities, student welfare activities, assessment of manpower requirements, machinery for redress of teachers' grievances, reputation of the institutions (acceptance of teachers trained by them) and future projections covering demand and supply and also inputs required for improvement of teacher education institutions in the State.

3.1 Method

Descriptive survey method of research was mainly used for gathering various types of information so as to evaluate the functioning of DIETs, SCERT, Department of Education Himachal Pradesh University and College of Teacher Education, Dharamshala and Teacher Training Centre, St. Bede's College, Shimla.

To achieve the proposed objectives it was decided to collect information from all the institutions in the state as shown in Table 3.1.

TABLE 3.1
Types of Teacher Training Institutions

S. No.	Name of the Institution	Number
1	DIETs	11
2	College of Teacher Education, Dharamshala	01
3	Teacher Training Centre, St. Bede's College, Shimla	01
4	Deptt. of Education, H.P. University Shimla	01
5	SCERT Solan	01
Total		15

Questionnaire was the main research tool used in the study as it is a popular means of collecting all kinds of data in research, especially in descriptive research, and is widely used to obtain information and attitudes of an individual or a group. The questionnaire was designed and developed as per guidelines of the NCTE.

During the process of questionnaire development, due care was taken of its content, language and structure so that meaningful information could be obtained from the respondents properly and effectively and also the objectives set for the study could be achieved through different specific items provided in it. The respondents were ensured that the information provided by them would be kept confidential and utilised only for the project work and for no other purpose.

Even though the questionnaire was lengthy, each item was constructed to be as precise as possible so that the respondents could provide required information without wasting their precious

time. Moreover, each item was designed and written in unambiguous terms so that the respondents could understand them properly. For obtaining relevant suggestions needed for further improvement of the status of teacher education, both close and open ended questions were utilized systematically.

The questionnaire was divided into various parts:

- General Information
- Admission Criteria
- Curriculum and Co-curricular Activities
- Examination Results
- Staff Development and Staff Welfare
- Administration and Finance
- In-service Programmes, Research Activities and Future Vision.

The information regarding various aspects of the status of teacher education included the following issues:

1. Type of course/courses; duration
2. Mode of course — Regular/Distance
3. Infrastructural facilities
4. Use of educational technology in imparting training
5. Admission criteria
6. Curriculum and Co-curricular activities
 - a) any specialization/focus on emerging issues
 - b) work experience/SUPW activities

- c) provision of teaching non-scholastic subjects
 - d) mode of transaction and weightage to each component
 - e) teaching practice strategy
 - f) mode of practice teaching preparation
 - g) distribution of marks in final examination
 - h) co-curricular activities during teacher training period and mode of organisation
 - i) teachers'/faculty involvement in curriculum development/renewal programme
 - j) integration of education of the disabled
 - k) integration of science and technology
 - l) revision of syllabus
7. Annual/semester examination results of the last five sessions.
8. Student Welfare Programme:
- a) hostel facilities
 - b) medical facilities
 - c) placement services
 - d) follow-up of pass outs
9. Staff development :
- a) staff strength
 - b) staff for vocational/handicapped/special needs of students
 - c) staff qualifications

- d) mode of recruitment
- e) faculty participation in seminar/conferences etc.
- f) provision of orientation programmes/refresher courses
- g) development of instructional materials
- h) organisation of staff development programmes
- i) orientation of teachers for OB, MLL and community interaction
- j) provision of facilities to employees :
 - i) provident fund
 - ii) insurance
 - iii) house building advance
 - iv) vehicle advance
 - v) formal advance
 - vi) medical reimbursement for the staff
 - vii) leave travel concession
 - viii) medical facility
- k) residential facility
- l) alumni association
- m) research publication of faculty
- n) leave entitlement
- o) teacher/faculty participation in school education programme.

10. Administration and finance :
 - a) problems related to management
 - b) type of fees and their value
 - c) fee concessions and criteria for the same
 - d) annual budget :
 - i) salaries
 - ii) pensionary benefits
 - iii) other benefits, if any
 - e) source of revenue/income
 - f) availability of developmental grants: purpose and sources.
11. In-service programmes :
 - a) types and duration
 - b) number of participants
 - c) evaluation criteria: quality and materials
 - d) modalities for running the courses :
 - i) exclusively with the help of own faculty;
 - ii) with the assistance of apex institutions like NCERT, NIEPA;
 - iii) other resource persons
 - e) follow up mechanism,
 - f) problems faced while conducting in-service programmes.

12. Research Activities and Future Vision :

- a) provision of research activities
- b) innovative activities of the institution
- c) strengths of the institution
- d) weaknesses of the institution
- e) plans for improvement of present programmes and development of the institution
- f) future challenges
- g) requirement of additional resources

3.2.5 Collection of Data

The data for the present study were mainly obtained from the primary sources. However, in certain cases secondary sources were also used. Primary data were collected from the following different training institutions of the State:

- DIETs (11)
- College for Teacher Education, Dharamshala
- Teacher Training Centre, St. Bedes' College, Shimla
- Department of Education, H.P. University, Shimla
- SCERT, Solan

Secondary data were collected from the Directorate of Education Reports, books and other related documents.



Chapter 4

ANALYSIS AND INTERPRETATION

The present research project was undertaken to study the status of teacher education in the State of Himachal Pradesh so as to provide a complete picture of the current requirements and future projections in terms of institutional infrastructure and other professional support systems. Keeping this purpose in view, the data pertaining to different aspects of status of teacher education were collected from 11 DIETs at Bilaspur, Chamba, Dharamshala, Hamirpur, Kullu, Mandi, Reckong Peo, Shimla, Sirmour, Solan and Una; College of Teacher Education, Dharamshala, Department of Educational H.P. University, Shimla; Teacher Training Centre St. Bede's College, Shimla; and SCERT, Solan.

Profile of DIETs

The data gathered from all the DIETs through the questionnaire were tabulated and analysed using quantitative (analysis of percentage) and qualitative techniques (content analysis). Discussion about the analysis of the responses comprises eight sections. The first section deals with general information which includes description and location of DIETs, functioning of the units in DIETs, enrolment and dropouts in pre-service programme (JBT), adequacy of physical infrastructure, fulfilment

of norms and standards as per NCTE norms, use of educational technology in strengthening training programmes. The second section deals with the admission procedures. The third section pertains to curricular and co-curricular activities. It discusses the weightage given to theory, practical, teaching practice, evaluation criteria, work experience/SUPW activities, provision of teaching non-scholastic subjects, training of teacher trainees in Adult Education/Non-Formal Education/Multi-Grade Teaching/Population Education mode of transaction in the classroom, co-curricular activities, curriculum development renewal programmes, integration of education of the disabled/mixed ability groups, specific provision for the disadvantaged groups and specific provision for teaching of integrated science. The fourth section explains student welfare programmes in the form of hostel and medical facilities, placement and stipends/financial assistance. The fifth section describes the staff development and staff welfare such as DIET-wise staff position, appropriate staff for teaching specialised subjects, mode of recruitment, faculty development programmes and staff welfare. The sixth section deals with the administration and finance. It illustrates management related problems, and budgeting. The seventh section highlights in-service training programmes, type and duration of programmes, execution and evaluation procedure and problems in the conduct of in-service training programmes. Research and future vision about the status of teacher education in the State is discussed in the eighth section. Research and future vision comprises research and innovative activities, strengths, and weaknesses of the institution, plans for the improvement of academic and institutional programmes, future challenges and additional resources for the 9th plan.

4.1.1 General Information

1. Description and Location of DIETs

The data regarding the general information containing description and location of DIETs are tabulated in Table 4.1.

TABLE 4.1
General Information

S. No.	Location of DIET	Year of Estt	Affiliation	Course	Duration	Trainees		No. of Units
						At Beginning	At Present	
1	Bilaspur	1996	H.P.Board	JBT	2 years	94	91	4
2	Chamba	1994	H.P.Board	JBT	2 years	90	88	2
3	Dharmshala*	1992	H.P.Board	JBT	2 years	121	121	7
4	Hamirpur	1995	H.P.Board	JBT	2 years	50	50	2
5	Kullu	1996	H.P.Board	JBT	2 years	138	138	4
6	Mandi*	1995	H.P.Board	JBT	2 years	120	120	2
7	Reckong Peo	1996	H.P.Board	JBT	2 years	46	40	2
8	Shimla	1995	H.P.Board	JBT	2 years	120	120	7
9	Sirmour*	1995	H.P.Board	JBT	2 years	122	122	7
10	Solan*	1994	H.P.Board	JBT	2 years	100	100	2
11	Una	1996	H.P.Board	JBT	2 years	73	72	2

* Converted from Govt. Basic Training School

Four DIETs in the districts of Hamirpur, Mandi, Shimla and Sirmour were established in 1995 and those at Bilaspur, Kullu, Reckong Peo and Una in 1996. Two DIETs of Chamba and Solan came into existence in the year 1994 whereas DIET situated in

Dharamshala was established in the year 1992. Most of the DIET buildings are under construction and at present they are functioning in rented buildings having poor infrastructural facilities that hardly fulfil requirements as envisaged in the guidelines of MHRD/NCTE.

DIETs in Chamba, Dharamshala, Mandi, Sirmour and Solan were primarily Government Basic Training Schools offering JBT training courses and rest of the six situated at Bilaspur, Hamirpur, Kullu, Reckong Peo, Shimla and Una are newly established DIETs under the Government of India scheme. These DIETs offer pre-service teacher training, viz., JBT course of two years' duration. The enrolment/seats of the trainees in each DIET is decided well in advance by the government keeping in view the requirements of teachers to be appointed in the elementary schools. Hence there is no fixed number of seats for each DIET and the number varies from year to year.

The DIET situated at Reckong Peo, a far-flung tribal area of the state, was established in 1996 with an initial enrolment of 46 teacher trainees. However, the enrolment dropped to 40 within a few months which is the highest rate of drop-out amongst all the four DIETs of Bilaspur, Chamba, Reckong Peo and Una. Initially there were 94 teacher trainees in Bilaspur; presently there are 91 teacher trainees. In Chamba the initial strength was 90 and presently it is 88. In Una there were 73 teacher trainees in the beginning of the session but at present there are 72 teacher trainees. The highest drop out rate in Reckong Peo is probably due to difficult geographical conditions and lack of infrastructural facilities and trained manpower.

As per guidelines of the Ministry of Human Resource Development (MHRD), each DIET is required to have the following units:

1. Pre-service Teacher Education (PSTE);
2. Work Experience (WE);

3. District Resource Unit (DRU);
4. In-service Programmes — Field Interaction;
5. Curriculum Material Development and Education (CMDE);
6. Educational Technology (ET); and
7. Planning and Management Branch.

DIETs at Dharmshala, Shimla and Sirmour have set up all the seven units (as defined in the policy document on DIETs prepared by MHRD). DIETs at Bilsapur and Kullu have only four units and in the other six DIETs only two units viz. pre-service and in-service are functional. Essentially, the functional units in all the DIETs are pre-service and in-service teacher training.

2. Adequacy of Physical Infrastructure

As per the scheme of MHRD, a DIET is required to have a campus of adequate area, preferably 10 acres. The Institute building should have roughly 10,000 sq. ft. of carpet area i.e. total built up area of a building, minus area of circulation spaces, e.g., verandahs, corridors, staircases, foyers and area under walls. It should also have separate hostel for men and women and staff quarters. Other requirement include the following:

1. Library and reading room,
2. Laboratories for physical and life sciences,
3. Equipment for psychology experiments, social studies and language teaching,
4. Equipment for education in visual and performing arts,
5. Playgrounds and equipment for physical education and sports,
6. Audio visual aids,
7. Computer room and

8. Special material and equipment relevant to adult and non-formal education.

The information pertaining to infrastructure has been presented in Table 4.2 and graphically in Figure 4.1. In the questionnaire respondents were offered only two options – 'adequate' and 'inadequate'. There was no third option to indicate 'absence thereof'. The word 'inadequate' included the third option as well. In the table numbers refer to number of DIETs

Table 4.2

Adequacy of Infrastructure

Accommodation Available	Class Rooms	Staff Room	Principal's Office	Office space	Laboratories	Student's common-room	Hall	Play ground	Computer Room	Toilets	Music room
Adequate	6	6	10	7	5	5	5	3	5	8	4
Inadequate	5	5	1	4	6	6	6	8	6	3	7

Adequacy of Infrastructure : Accommodation

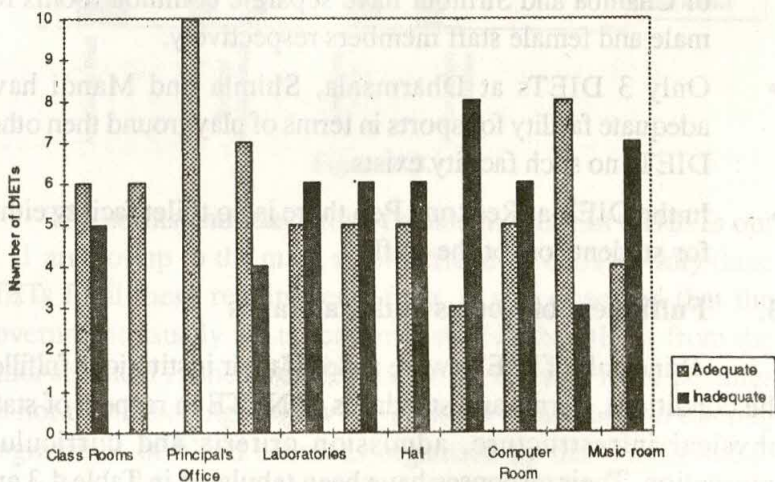


Figure 4.1

Responses recorded in the questionnaire reveal some interesting, though perturbing, facts which neither the table nor the graph reveal. These are:

- Out of eleven DIETs, only six have adequate number of classrooms for the use of trainees whereas in other five the number of classrooms is inadequate. The DIET at Reckong Peo is having only one classroom which can hardly accommodate 40 trainees. As per norms of MHRD there should be at least 4 classrooms and every classroom should have an area of 500 sq. ft.
- There are no staff rooms in about half of the DIETs.
- The Reckong Peo DIET has no office accommodation for the principal.
- Only 5 DIETs are having common room facility for the trainees. In the six DIETs located at Jukhala (Bilaspur), Dharamshala, Hamirpur, Reckong Peo, Solan and Una, there is hardly any common room facility for the trainees. DIETs of Chamba and Sirmour have separate common rooms for male and female staff members respectively.
- Only 3 DIETs at Dharamshala, Shimla and Mandi have adequate facility for sports in terms of playground then other DIETs no such facility exists.
- In the DIET at Reckong Peo there is no toilet facility either for students or for the staff.

3. Fulfilment of Norms and Standards

Principals of DIETs were asked if their institutions fulfilled the conditions, norms and standards of NCTE in respect of staff, physical infrastructure, admission criteria and curriculum transaction. Their responses have been tabulated in Table 4.3 and graphically in Figure 4.2

TABLE 4.3
Fulfilment of Norms and Standards

Item	Fulfilled	Partially Fulfilled	Not Fulfilled
Academic Staff	3	8	—
Physical Infrastructure	4	7	—
Admission Criteria	—	—	11
Curriculum Transaction	11	—	—

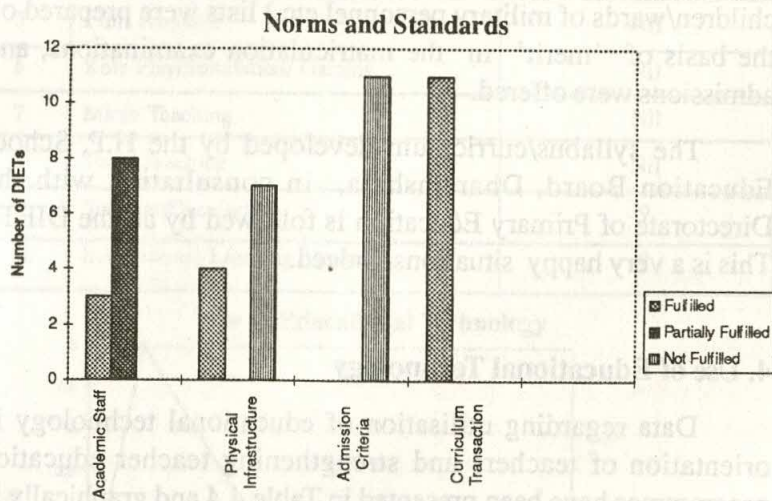


Figure 4.2.

The norms and standards of academic staff in 8 DIETs out of 11 are not up to the mark as prescribed by NCTE. Only three DIETs fulfil these requirements fully. It was observed that the Government usually posts academic staff in the DIETs from the senior secondary schools on deputation for 5 years. These postings are not done keeping in view the aptitude of teachers in training programmes or allied activities organised by the DIETs but to adjust those in a particular station of their choice.

For admission to Junior Basic Training course, the minimum qualification is matriculation with 2nd division or its equivalent and the minimum age of the candidate is 16 years at the time of admission. Since 1996, admissions have been centralized and a standardized admission policy through a common entrance test (CET) conducted by the H.P. School Education Board has been followed. On the basis of merit, district-wise list of selected candidates is prepared and admissions are made in the respective district institutions. Prior to that there was no CET and no interview. Category-wise (Scheduled Caste / tribe/ sports persons, children/wards of military personnel etc.) lists were prepared on the basis of 'merit' in the matriculation examinations, and admissions were offered.

The syllabus/curriculum developed by the H.P. School Education Board, Dharamshala, in consultation with the Directorate of Primary Education is followed by all the DIETs. This is a very happy situations, indeed.

4. Use of Educational Technology

Data regarding utilisation of educational technology in orientation of teachers and strengthening teacher education programmes have been presented in Table 4.4 and graphically in Figure 4.3.

TABLE 4.4
Use of Educational Technology

S. No.	Type	Percentage of DIETs
1	Radio/Tape recorder	18
2	T.V./V.C.R.	45
3	O.H.P./Transparencies	36
4	Slide Projector	27
5	Film Projector	Nil
6	Role Play/Simulation/ Gaming	Nil
7	Micro Teaching	Nil
8	Team Teaching	Nil
9	Seminar/Discussion	9
10	Instructional Learning Material	9

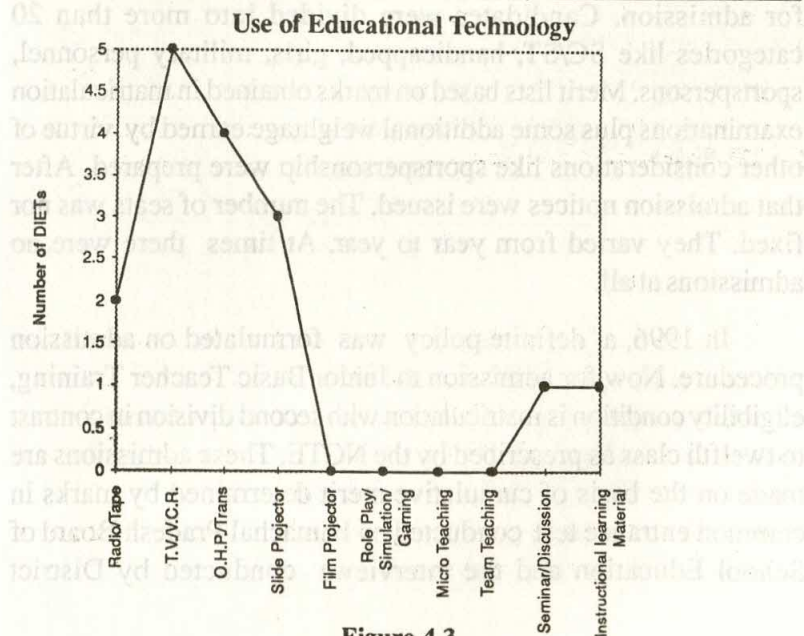


Figure 4.3.

Most of the institutions make use of TV/VCR followed by overhead projectors and slide projectors. The most popular items, thus, appear to be TV and VCR. The use of innovative practices viz., role playing, simulation, gaming, micro-teaching, team teaching etc. is non-existent in all the DIETs. Non-availability of lecturer in educational technology, insufficient accommodation, lack of infrastructure and funds are the major constraints in the effective utilisation of educational technology in different programmes organised by these institutions. Lack of inadequate infrastructure and accommodation are also major hindrances in the use of educational technology.

4.1.2 Admission Procedure

There is a uniform policy on admission criteria in all the DIETs since they are all controlled by the Government.

Before the year 1996, the procedure adopted was very cubersome. Any matriculate with a second division could apply for admission. Candidates were divided into more than 20 categories like SC/ST, handicapped, girls, military personnel, sportspersons. Merit lists based on marks obtained in matriculation examinations plus some additional weightage earned by virtue of other considerations like sportspersonship were prepared. After that admission notices were issued. The number of seats was nor fixed. They varied from year to year. At times there were no admissions at all.

In 1996, a definite policy was formulated on admission procedure. Now for admission to Junior Basic Teacher Training, eligibility condition is matriculation with second division in contrast to twelfth class as prescribed by the NCTE. These admissions are made on the basis of cumulative merit determined by marks in common entrance test conducted by Himachal Pradesh Board of School Education and the interviews conducted by District

Primary Education Officers in respective districts. The CET carries 85% of the maximum credit whereas the interview carries only 15%.

4.1.3 Curricular and Co-curricular Activities

1. Weightage

Maximum marks allotted in different courses (theory, practical and practice teaching) in the JBT programme are as shown in Table 4.5.

Maximum marks allotted in different courses (theory, practical and practice teaching) in the JBT programme are as shown in Table 4.5.

TABLE 4.5
DIET Courses and Distribution of Marks

Courses	Marks and mode of evaluation				
	Part I	Evaluation	Part II	Evaluation	Total
A Foundation Courses					
1. Principles and Problems of Elementary Education in Emerging India.	50	External	50	External	100
2. Education, Psychology and Child Study.	50	External	50	External	100
3. Teacher Education Methodology	50	External	50	External	100
4. Language Teaching					
a Teaching of English	25	External	25	External	100
b Teaching of Hindi	25	External	25	External	
5. Teaching of Mathematics	50	External	50		100
6. Teaching of Environment					
a Science	25	External	25	External	100
b Social Studies	25	External	25	External	
7. Health and Physical Education	50	External	50	External	100
8. Art Education	50	External	50	External	100
B. Work Experience	50	Internal	50	Internal	100
C. Elective (one of the following)					
a. Women Education	25	Internal	25	Internal	50
b. Multigrade Teaching					
D. Additional specialization (one of the following)					
a. Adult Education	25	Internal	25	Internal	50
b. Non Formal Education					
E. Teaching Practice					
1. Teaching of Mathematics	10	Internal	50	External	300
2. Teaching of Hindi	10	Internal	50	External	
3. Teaching of English	10	Internal	50	External	
4. Teaching of Science	10	Internal	50	External	
5. Teaching of Social Sciences	10	Internal	50	External	

Both internal and external methods of evaluation are used for the assessment of a teacher trainee. JBT (Part I) carries total of 550 marks out of which 150 marks are reserved for internal evaluation. In JBT (Part II), total marks are 750 out of which only 100 marks are internal.

2. Work Experience/ SUPW Activities

The data pertaining to provision of work experience and SUPW activities included in practical work in DIETs are presented in the Table 4.6.

TABLE 4.6

Work Experience/SUPW Activities

S. No.	Activities	Percentage
1	Campus Beautification	63
2	Preservation of Food/Fruits	27
3	Paper Work	18
4	Clay Work	18
5	Needle Work	18
6	Stitching	18
7	Wood Craft/Chair Caning	27
8	Book Binding	9
9	Interior Decoration	9
10	Preparing Candle Sticks	9

The campus beautification is the most popular activity conducted by majority of the DIETs. Preservation of food/fruits, paper work, clay work, needle work, stitching, wood craft, chair caning, book binding, interior decoration and manufacture of candle sticks are some of the local need and resource based

activities conducted by DIETs. Chamba and Reckong Peo DIETs do not undertake any of these activities.

3. Provision of Teaching Non-Scholastic Subjects

Information about the provision of non-scholastic subjects in DIETs is presented in Table 4.7.

TABLE 4.7

Provision of Teaching Non-Scholastic Subjects

S. No	Subjects	Percentage
1	Music	91
2	Drawing	72
3	Physical Education	100
4	Arts	91
5	Yoga	45

Almost all DIETs have provision of non-scholastic subjects for its teacher trainees. Physical Education, Music and Arts appear to be the most popular subjects.

4. Modes of training in Other Areas

In an open ended question, the Principals were given four options and four suggestive modes of imparting training in those activities. The information about the mode of training for Adult Education (AE)/Non-Formal Education(NFE)/ Multigrade Teaching(MT)/Population Education (PE) expressed in percentage is presented in Table 4.8 and Figure 4.4.

TABLE 4.8
Modes of Training in other Areas

S. No.	Activity	Mode			Percentage of Response
		Regular	Seminar	Workshop	
1	Adult Education	10	45	—	45
2	Non formal Education	10	27	10	53
3	Multigrade Teaching	10	53	10	27
4	Population Education	10	45	—	45

Seminar is the most preferred method of training of pupil teachers in respect of Adult Education, Non-formal Education, Multigrade Teaching and Population Education, followed by regular teaching in classroom and workshop. DIET at Mandi and Reckong Peo do not undertake any of these activities.

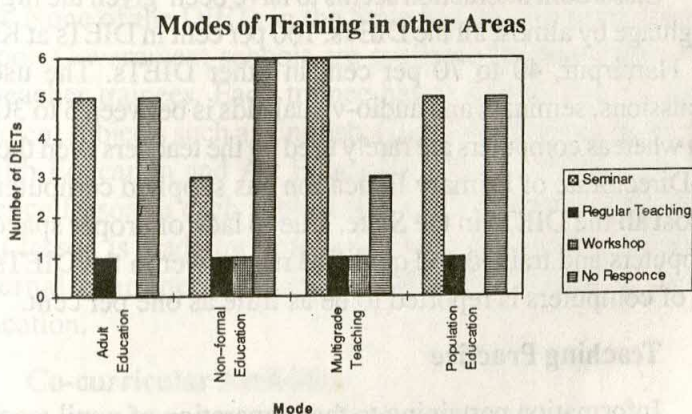


Figure 4.4.

5. Modes of Transaction in Classroom

The data about the modes used in the transaction of curriculum used by the teachers are tabulated in Table 4.9.

TABLE 4.9

Modes of Curriculum Transaction

(in percentage)

S. No.	Mode	D-1	D-2	D-3	D-4	D-5	D-6	D-7	D-8	D-9	D-10	D-11
1	Classroom interaction	50%	60%	50%	100%	100%	80%	70%	50%	60%	60%	40%
2	Discussion/ Seminar	20%	15%	25%	Nil	Nil	10%	30%	20%	20%	15%	40%
3	Audio Visual Aids	20%	15%	24%	Nil	Nil	10%	Nil	20%	20%	15%	10%
4	Computers	Nil	Nil	1%	Nil	Nil	Nil	Nil	Nil	Nil	Nil	5%
5.	CCTV	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
6.	Outdoor Excursion	10%	10%	Nil	Nil	Nil	Nil	Nil	10%	Nil	10%	5%

Classroom interaction seems to have been given the highest weightage by almost all the DIETs. 100 per cent in DIETs at Kullu and Hamirpur, 40 to 70 per cent in other DIETs. The use of discussions, seminars and audio-visual aids is between 5 to 30 per cent whereas computers are rarely used by the teachers even though the Directorate of Primary Education has supplied computers to almost all the DIETs in the State. Due to lack of proper space for computers and trained and qualified manpower in the DIETs the use of computers is reported to be as little as one per cent.

6. Teaching Practice

Information pertaining to the preparation of pupil teachers for practice teaching using various modes is presented in Table 4.10.

TABLE 4.10
Preparation for Practice Teaching

S. No.	Mode	D-1	D-2	D-3	D-4	D-5	D-6	D-7	D-8	D-9	D-10	D-11	% age with 'yes'
1	Theory of Teaching followed by Demonstration	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100
2	Simulated Teaching/ Role Play	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No	Yes	54
3	Micro Teaching	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	Yes	Yes	72

For preparation of pupil teachers for practice teaching various innovative modes such as theory of teaching followed by demonstration, simulated teaching, role play and micro teaching are used. Theory of teaching followed by demonstration by teachers or senior students is the most preferred mode for practice teaching followed by micro teaching, simulated teaching and role play. None of the DIETs in the State has its own demonstration school. Government schools are available for practice teaching by teacher trainees. Each trainee has to deliver five lessons in different subjects such as English, Hindi, Environmental Studies, Health Education and Art Education. The duration of the final practice lesson in each subject is 45 minutes. Evaluation of the final lesson is made by internal as well as external examiners. External examiners are appointed by the Board of School Education.

7. Co-curricular Activities

Responses relating to various co-curricular activities used by DIETs for the training and development of pupil-teachers are shown in Table 4.11 and Figure 4.5.

TABLE 4.11

Co-curricular Activities

S. No.	Activity	D-1	D-2	D-3	D-4	D-5	D-6	D-7	D-8	D-9	D-10	D-11	%age with 'yes'
1	Cultural Activities	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	90
2	Sports/Games	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100
3	Debate/Literary Activities	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100
4	Campus Beautification	Yes	Yes	Yes	No	No	Yes	No	Yes	Yes	Yes	Yes	72
5	Tree Plantation	No	Yes	No	Yes	Yes	No	No	Yes	No	No	No	36
6	N.S.S.	No	No	No	No	No	No	No	No	No	No	No	Nil
7	Health Education	No	No	No	No	No	No	Yes	No	No	Yes	Yes	27

Cultural activities, sports and debates, literary activities are organised by almost all the eleven DIETs. This indicates that these

Co-curricular Activities

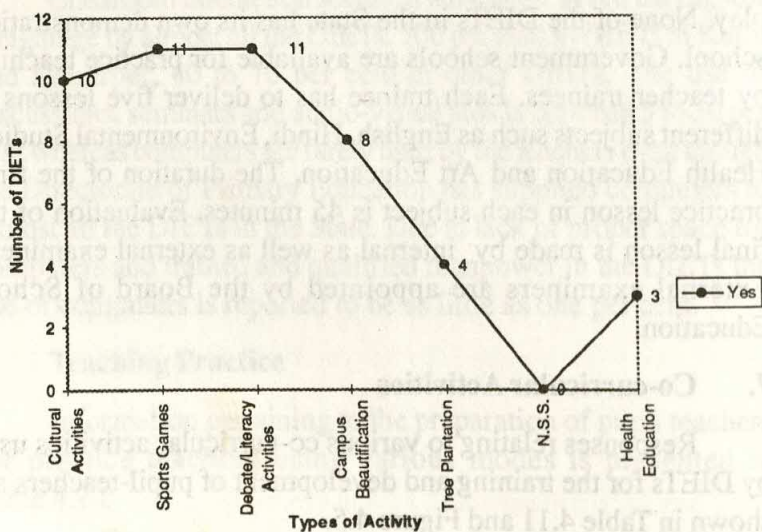


Figure 4.5

co-curricular activities are most popular with pupil teachers. Some of the institutes have adopted activities like campus beautification, tree plantation, health education etc. Almost all the DIETs organise one or the other activity. However, no DIET has introduced the National Service Scheme (NSS) activity as yet.

The modes of organising co-curricular activities are tabulated in Table 4.12.

TABLE 4.12

Modes of Organising Co-curricular Activities

S. No.	Mode	D-1	D-2	D-3	D-4	D-5	D-6	D-7	D-8	D-9	D-10	D-11	% age with 'yes'
1	House-wise	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100
2	Associations	No	Yes	Yes	No	No	No	No	No	No	No	No	18

Co-curricular activities are mostly organised house-wise by the pupil teachers. Some also have their associations to organise these activities.

8. Integration of Education of the Disabled/Mixed Ability Group

Different methods used for the integration of education of the disabled students are tabulated in Table 4.13.

TABLE 4.13

Integration of Education of the Disabled

S. No.	Mode	D-1	D-2	D-3	D-4	D-5	D-6	D-7	D-8	D-9	D-10	D-11	%age with 'yes'
1	Audio Visual Aids	Yes	Yes	No	No	No	No	No	No	No	No	No	18
2	Personal Guidance	No	No	Yes	No	No	No	No	No	Yes	No	No	18
3.	No Special Provision	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	90

There is no specific provision for the integration of education of the disabled students in any of the DIETs in the state. However, some DIETs use audio-visual aids and personal guidance method to integrate education of such students.

Various methods used for integration and teaching learning of the mixed ability group in different DIETs are tabulated in the Table 4.14.

TABLE 4.14

Integration of Teaching of Mixed Ability Groups

S. No.	Mode	D-1	D-2	D-3	D-4	D-5	D-6	D-7	D-8	D-9	D-10	D-11	%age with 'yes'
1	Lecture-cum-Demonstration	Yes	No	No	No	No	No	No	Yes	No	No	No	18
2	Individual Counselling	Yes	No	No	No	Yes	No	No	Yes	Yes	Yes	Yes	54
3.	Group discussion	No	No	No	No	Yes	No	No	No	Yes	Yes	No	27
4.	No Special Attention	No	Yes	Yes	Yes	No	Yes	Yes	No	No	No	No	45

Integration of teaching learning for the mixed ability group is done through individual counselling, lecturer-cum-demonstration and group discussion in six DIETs, whereas in five DIETs, no special attention is paid to this group.

9. Specific Provision for the Disadvantaged Groups

There is no specific curricular input for the disadvantaged groups such as SC, ST, OBC etc.

Specific Provision for Teaching of Integrated Science

The responses regarding specific provision for teaching of integrated science are tabulated in Table 4.15.

TABLE 4.15
Specific Provision for Teaching of Integrated Science

S. No.	Mode	D-1	D-2	D-3	D-4	D-5	D-6	D-7	D-8	D-9	D-10	D-11	%age with 'yes'
1	Use of Science Labs	Yes	No	No	No	No	Yes	No	Yes	No	No	No	27
2	Science Kits	No	No	Yes	No	No	Yes	No	No	No	No	No	18
3.	Excursion	Yes	No	No	No	No	No	No	Yes	No	No	No	18
4.	No Provision	No	Yes	No	Yes	Yes	No	Yes	No	Yes	Yes	Yes	63

There is no specific provision for teaching of integrated science in seven DIETs. The remaining four DIETs make use of science laboratories, science kits and excursions for this purpose.

4.1.4 Students' Welfare

1. Hostel and Medical Facility

The data pertaining to infrastructure in terms of hostel and medical facility in DIETs are tabulated in Table 4.16.

TABLE 4.16
Hostel and Medical Facilities

DIETS S. No.	Hostel Facilities		Medical Facilities	
	Boys	Girls	Yes	No
D-1	No	Yes	No	No
D-2	Yes	Yes	No	No
D-3	No	Yes	Yes	No
D-4	No	Yes	No	No
D-5	No	No	Yes	No
D-6	Yes	Yes	No	No
D-7	No	No	No	No
D-8	Yes	Yes	No	No
D-9	Yes	Yes	Yes	No
D-10	Yes	Yes	No	No
D-11	No	No	Yes	No

Eight DIETs are having hostel facility for its girl students. whereas for male trainees this facility is available only in five DIETs. The DIETs at Kullu, Reckong Peo and Una do not have any hostel facilities for girls or boys. Medical facilities for students exists in four DIETs only whereas in other seven DIETs this facility is not available.

2. Placement

No provision exists in any institution to provide guidance and counselling to the pupil-teachers about the opportunities for employment or placement. Nor is record maintained by any of the DIETs in respect of the pass outs and about any follow up studies undertaken to ascertain whether the pupil teachers after training got employment or not.

3. Stipend/Financial Assistance

From the responses of the principals of the DIETs, it was revealed that there is no provision of any stipend or financial assistance for students. However, the girl trainees are entitled to freeships as per the policy of the state government. 'Freeship' means no tuition fee is payable; every other item/fund is chargeable.

4.1.5 Staff Development and Staff Welfare

1. Staff Position and Mode of Recruitment

Responses about the staff have been tabulated in Table 4.17.

Sl. No.	DIET	Principal	Staff	Mode of Recruitment
1	Una	Yes	Yes	Yes
2	Reckong Peo	Yes	Yes	Yes
3	Kullu	Yes	Yes	Yes
4	...	...	...	...
5	...	...	...	...
6	...	...	...	...
7	...	...	...	...
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16	...	...	...	...
17	...	...	...	...
18	...	...	...	...
19	...	...	...	...
20	...	...	...	...

TABLE 4.17
DIET-wise Staff Position

S. No.	DIET No.	Category of staff	Sanctioned Strength	No. of Staff Members	No. of vacant posts	Proportion between AS/SS	% age of staff in position
1	D-1	AS	19	18	1	1.73	94.7
		SS	11	8	3		72.7
2	D-2	AS	25	19	6	4.17	76.0
		SS	6	6	0		100
3	D-3	AS	22	21	1	3.14	95.5
		SS	7	7	0		100
4	D-4	AS	23	18	5	4.6	78.3
		SS	5	5	0		100
5	D-5	AS	22	18	4	3.14	81.8
		SS	7	7	0		100
6	D-6	AS	18	17	1	1.8	94.4
		SS	10	9	1		90
7	D-7	AS	28	18	10	3.5	64.3
		SS	8	7	1		87.5
8	D-8	AS	19	18	1	2.71	94.7
		SS	7	6	1		85.7
9	D-9	AS	20	18	2	1.67	90.0
		SS	12	10	2		83.3
10	D-10	AS	19	19	0	2.71	100
		SS	7	7	0		100
11	D-11	AS	21	20	1	3.0	95.2
		SS	7	6	1		85.7

Abbreviations: AS—Academic Staff
SS— Support Staff

The strength of academic staff varies from 18 to 21 including principal and craft/music teacher whereas support staff ranges between 5 to 8 including class IV employees. Combined staff position in DIETs is also shown in the pie chart Figure 4.6.

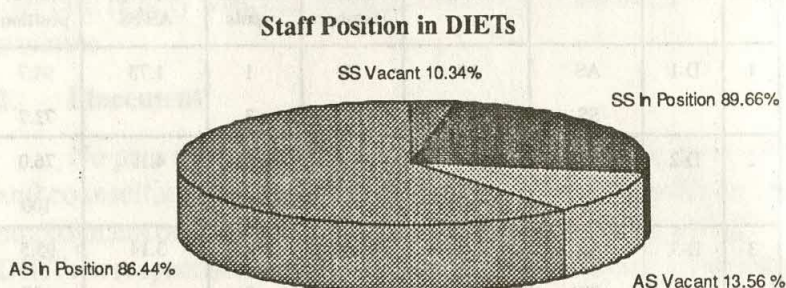


Figure 4.6

Some posts of academic and administrative nature are still lying vacant in almost all the DIETs. The number of such vacant posts varies from one to ten. The number of posts which are lying vacant is the highest in DIET at Reckong Peo (ten academic and one administrative) followed by DIET at Chamba, Hamirpur, Kullu and Sirmour. Recruitment of academic staff of DIETs by the government is made on deputation basis for five years from senior secondary schools of the state as there is no separate cadre for DIETs.

2. Staff for Teaching Specialized Subjects

Responses regarding the availability of teaching staff for specialized subjects are shown in Table 4.18.

TABLE 4.18
Staff for Specialized Subjects

S. No.	Subjects	Percentage of DIETs offering the facility
1	Vocational	36
2	Handicapped	9
3	Environment	27
4	Population Education	27
5	Women Studies	27
6	Special needs Students	27

Availability of staff in respect of the specialized subjects viz. vocational, handicapped, environment, population education, women studies and special needs students is not encouraging. The reason for not having sanctioned staff strength for specialized subjects may be attributed to the policy of Directorate of Education. The DIETs are controlled and supervised by the Directorate of Primary Education whereas the lecturers from the senior secondary schools are posted/deputed by the Directorate of Secondary Education. The staff deputed to DIETs do not have any incentive like deputation allowance, staff quarters etc. Hence, nobody from the mainstream i.e. senior secondary school wants to be posted in the DIETs. The staff which is presently working in the DIETs is due to either teacher's own choice posting at a specific station or under compulsion. The data has been pictorially represented in Figure 4.7.

Staff for Specialized Subjects

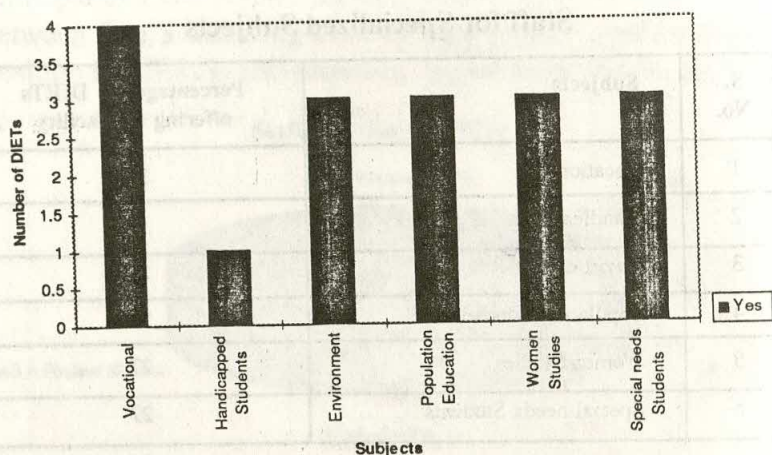


Figure 4.7

3. Faculty Development Programme

Faculty development programme is the most important programme of any institution. In this regard the DIET-wise information is tabulated in the Table 4.19.

TABLE 4.19

DIET Faculty Attending Refresher/Orientation Programmes

DIETs	Total Staff	Percentage of Staff Oriented
D-1	17	—
D-2	13	—
D-3	20	35
D-4	13	15
D-5	14	21
D-6	16	31
D-7	8	—
D-8	17	18
D-9	16	37
D-10	19	21
D-11	19	—
Total	172	18%

The table presents a dismal picture. While a number of faculty members of DIET, Dharmshala were deputed to attend refresher/ orientation programmes followed by Sirmour and Mandi DIET's, most of the faculty members have not undergone any training. Another disappointing feature is that teachers do not participate in development of instructional material and teaching aids.

4. Staff Welfare Facilities

Information regarding staff welfare facilities in terms of staff quarters and medical facilities in the campus is give in Table 4.20.

TABLE 4.20

Staff Welfare Facilities

Teaching and Non-Teaching Staff	Staff Quarters	Medical Facilities in Campus
Academic Staff	Nil	36%
Administrative Staff	Nil	36%

No staff quarters are available for academic or administrative staff. Medical facilities are available for the staff in the campus only in 36% of DIETs, i.e., 4 out of 11.

However, other benefits such as provident fund, insurance, house-building advance, vehicle advance, formal advance, medical reimbursement and LTC facilities alongwith entitlement of various kinds of leaves are available to the staff of DIETs.

4.1.6 Administration and Finance

1. Management Related Problems

Data regarding the problems of management are tabulated in the Table 4.21.

TABLE 4.21

Administration and Finance Management Related Problems

S. No.	Problems	D-1	D-2	D-3	D-4	D-5	D-6	D-7	D-8	D-9	D-10	D-11	%age with 'yes'
1	Shortage of Office Accommodation	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	62
2	Shortage of Staff	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	No	No	64
3	Shortage of Lab Equipments	Yes	No	No	No	Yes	No	Yes	No	No	No	No	27
4	Lack of Play Ground	Yes	No	No	No	Yes	No	Yes	No	No	No	No	27
5	Availability of Residential Accommodation	Yes	No	No	No	No	Yes	No	No	No	No	No	18
6	Sufficient Funds	Yes	No	No	No	No	No	No	No	No	No	No	9
7	Lack of Co-ordination with other Institutions	No	No	No	No	Yes	No	Yes	Yes	No	No	No	27
8	Low Response from Directorates	No	No	No	No	Yes	No	Yes	No	No	No	No	18

Most of the DIETs are facing the problems of shortage of accommodation and shortage of staff. Other problems include laboratory equipment, play grounds, paucity of funds, lack of co-ordination with other institutions and low response from the Directorate of Primary Education. These management problems are the major hindrances in the effective and smooth functioning of the DIETs in the state.

2. Budget

Budgetary allocations to the DIETs are made by the Directorate of Primary Education. The various components of budgetary allotments include salary, contingency and training. No special provision for the DIETs situated in remote and

far-flung areas of Reckong Peo and Chamba are made by the State. The expenditure incurred during the last three years for construction of buildings, furniture, equipments, books etc. has been provided as developmental grants sanctioned by the state government and MHRD.

No DIET kept a properly consolidated record of income or expenditure. Broadly speaking sources of income come under the following heads:

- State Government
- MHRD, New Delhi
- Fees from students

There is no source of contribution from any private party or community.

Expenditure comes under the following heads:

- Salaries for the staff
- Civil works (repairs, maintenance, addition of more space)
- Medical facilities for the students
- Hostel facilities for the students

4.1.7 In-service Training Programmes

1. Type and Duration of Programmes

In-service programmes are organised by different DIETs for primary school teachers. Duration of these programmes varies from one week to three weeks. These courses are conducted by the DIETs only. The deputation of teachers is made at the Directorate or District Primary Education Officer level. Attendance in these programmes is not satisfactory as only 40 to 50 per cent of the deputed teachers participated in such orientation

programmes. In the far flung areas of Reckong Peo, teachers boycotted the training programmes due to low rate of remuneration/ allowance. As budgetary provisions made to all DIETs are of uniform pattern, no DIET can deviate from the norms laid down by the Directorate of Primary Education.

2. Execution and Evaluation Procedure

Feedback by the participants at the end of the course is the most prevalent method to evaluate the training programmes. Some institutes have developed the post test proforma to have the feedback from the participants on different themes and with regard to efficiency of the resource persons and DIET faculty.

There is no set pattern for the follow up mechanism after the in-service programmes to study the impact of the training imparted to the teacher in terms of improvement of teaching methods/ skill management as practised in the actual classroom situation.

3. Problems in Conduct of In-service Programmes

Problems in the organisation and conduct of in-service programmes are shown in Figure 4.8. It was an open ended question. The DIETs were presented with the list of problems which they might have encountered in the conduct of in-service teacher training programmes. Then were free to pick up as many items as they liked. Based upon their responses the graph has been plotted.

Specific problems highlighted in the conduct of in-service training programmes include lack of accommodation and experienced and competent resource persons, low remuneration, lack of hostel facility for participants, low attendance, lack of printed teaching material, communication gap between the DIET and the Directorate (both primary as well as secondary), DIETs and DEOs etc. and lack of funds for miscellaneous expenditure.

Lack of resource persons is the most common problem faced by majority of the DIETs (9 out of 11) followed by low remuneration and lack of hostel for the participants.

Specific Problems in the Conduct of In-Service Programmes

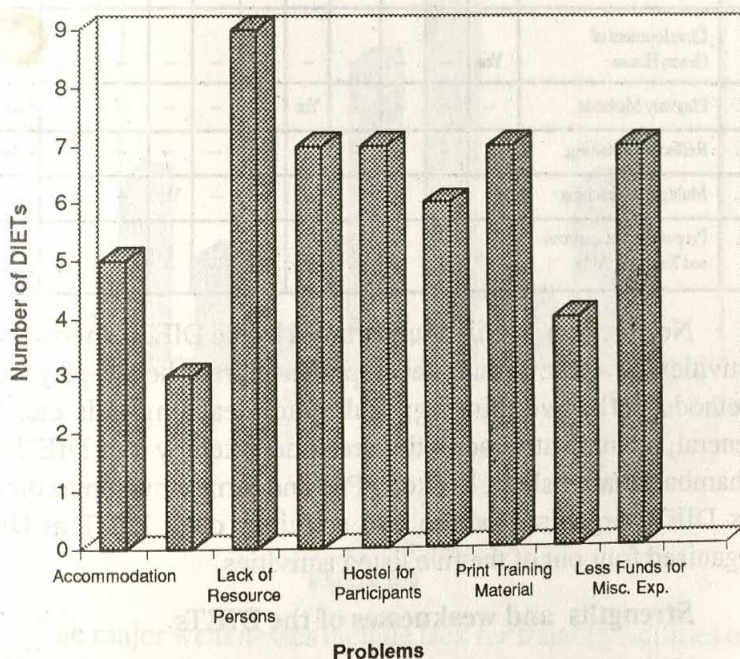


Figure 4.8

4.1.8. Research and Future Vision

1. Research and Innovative Activities

Data in respect of research and innovative activities of the DIETs are presented in Table 4.22.

TABLE 4.22
Innovative Activities of DIETs

S. No.	Activity	D-1	D-2	D-3	D-4	D-5	D-6	D-7	D-8	D-9	D-10	D-11
1	Development of Green House	Yes	-	-	-	-	-	-	-	-	Yes	-
2	Playway Methods	-	-	-	-	Yes	-	-	-	-	-	Yes
3.	Reflective Thinking	-	-	-	-	-	-	-	-	-	-	Yes
4.	Multigrade Teaching	-	-	-	-	-	-	-	Yes	-	-	Yes
5.	Preparation of improvised Teaching Aids	-	-	-	-	Yes	Yes	-	-	-	Yes	Yes

No research activity is undertaken by the DIETs. Innovative activities, however, include development of green house, play way methods, reflective thinking, multigrade teaching aids etc. In general, no innovative activities are undertaken by four DIETs at Chamba, Dharamshala, Reckong Peo and Sirmour whereas other six DIETs organised one to two activities only. DIET at Una organised four out of the five listed activities.

2. Strengths and weaknesses of the DIETs

These too were open ended questions. Responses highlighted and recorded by various DIETs have been depicted pictorially in Figures 4.9 and 4.10.

The major strengths of the DIETs include emphasis on co-curricular activities, committed and well qualified staff, healthy environment, educational tours, good accommodation and good collection of books in the library.

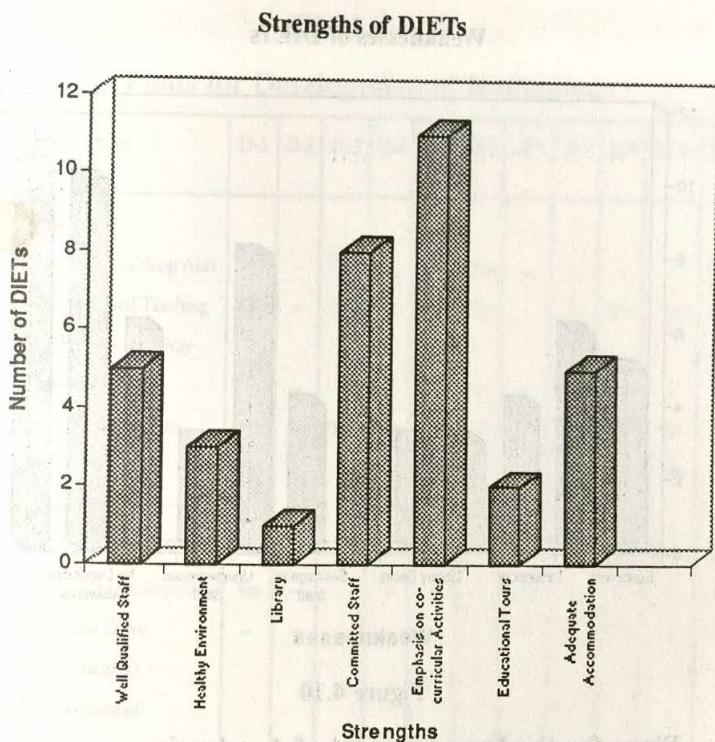
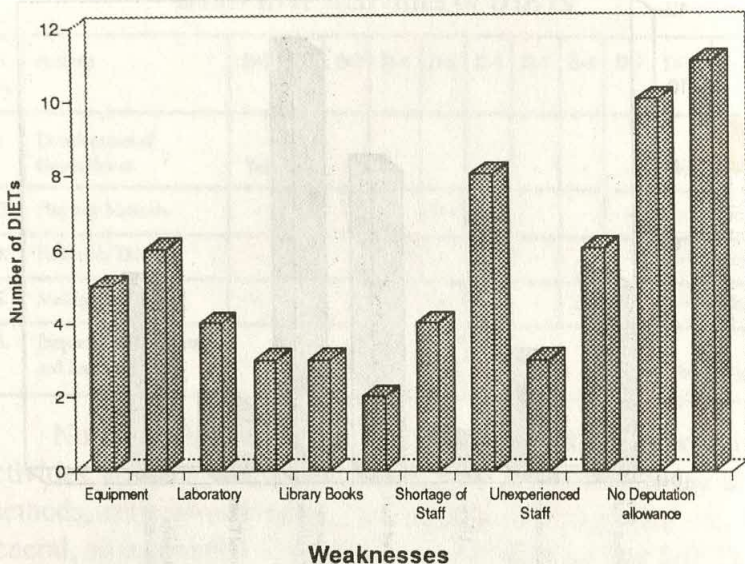


Figure 4.9

The major weaknesses include lack for training facilities of DIET faculty and no provision of deputation allowance. Other problems faced by DIETs are lack of hostel facility for boys and girls, lack of playgrounds, etc. DIETs situated at Reckong Peo and Chamba have listed most of these problems.

Weaknesses of DIETs**Figure 4.10****3. Plans for the Improvement of Academic and Institutional Programmes**

Suggestions regarding the future plans about the improvement of academic and institutional programmes have been presented in the Table 4.23.

TABLE 4.23
Plans for Development of Institutions

S. No.	Plans	D-1	D-2	D-3	D-4	D-5	D-6	D-7	D-8	D-9	D-10	D-11
A.	Academic											
1	Improvised Teaching Aids	-	-	-	-	-	Yes	-	-	-	-	-
2	Activity Based Teaching	-	-	Yes	-	-	Yes	-	-	Yes	Yes	Yes
3.	Teaching by Play Way Method	-	-	-	-	-	-	-	-	Yes	-	-
4.	Inter DIET Seminars	Yes	-	Yes	-	-	-	-	-	-	Yes	-
5	Group meetings	Yes	-	-	-	-	-	-	-	-	Yes	-
6	Reduction of Communication Gap	Yes	-	-	-	-	-	-	-	-	Yes	Yes
7	Community Participation	Yes	-	-	-	-	-	-	-	-	-	-
8	Enrolment Drive	-	-	-	-	-	-	-	-	Yes	-	-
B.	Infrastructural											
1	Improvement of Play Grounds	-	-	-	Yes	-	-	-	-	-	-	-
2	Campus Beautification	Yes	-	-	Yes	-	-	-	Yes	-	-	-
3	Library	Yes	-	-	Yes	-	-	-	-	-	-	-

The suggestions pertaining to the academic as well as infrastructural development emphasise the need for improvised teaching aids, activity based teaching, teaching by play way methods, inter DIET seminars, group meetings, reduction of communication gap, community participation and enrolment drive for the improvement of the present programmes.

The infrastructural inputs have laid stress on campus beautification and better library and sports facilities so as to achieve the qualitative academic environment.

4. Future Challenges

Some of the issues which emerged as future challenges of DIETs are presented in Table 4.24.

TABLE 4.24

Future Challenges

S. No.	Issues	D-1	D-2	D-3	D-4	D-5	D-6	D-7	D-8	D-9	D-10	D-11
1.	Effective Placement Policy	Yes	-	-	-	Yes	-	Yes	-	-	Yes	-
2.	Co-ordination with Management	Yes	-	-	-	-	-	Yes	-	-	Yes	-
3.	Extension Programmes	Yes	-	Yes	Yes	-	Yes	-	-	-	-	-
4.	Quality Improvement of Primary Education	Yes	-	Yes	Yes	Yes	-	-	-	-	Yes	Yes
5.	Curriculum and Material Development	Yes	-	-	-	Yes	-	-	-	-	-	-
6.	Innovative Teaching Aids	Yes	-	-	Yes	-	-	-	-	-	-	-
7.	Audio Visual Aids	Yes	-	-	Yes	-	-	-	-	-	-	-
8.	Development of Missionary Zeal	Yes	-	-	-	-	-	-	-	-	Yes	Yes

Effective placement policy, co-ordination with management, extension programmes of In-service training programmes at Block and Tehsil levels, qualitative improvement of primary education, quality-based and need-based curriculum and material development, innovative teaching aids, audio-visual aids and development of missionary zeal are some of the future challenges faced by the DIETs. DIETs at Chamba and Sirmour have not indicated any future plans. The DIETs have not revealed any strategy to meet the future challenges.

5. Additional Resources for the 9th Five Year Plan

For revamping the institutions, additional resources required

in the 9th Five Year Plan were recorded by the DIETs. The responses were pretty vague in terms of quantity required and monetary inputs. Some of the items listed by them include : Vehicle, Additional Funds, Lab Equipment, Books, Staff Quarters, Hostel Warden's Post, Deputation Allowance, Play Grounds, and Institutional Building. Thus additional resources needed by the DIETs are institutional building, play ground, deputation allowance, staff quarters, books, laboratory equipment, additional funds, vehicle etc. Some DIETs like Chamba, Kullu, Reckong Peo and Sirmour were totally unresponsive with regard to additional resources for the 9th Five Year Plan.

4.2. Profile of Teacher Training Centre, St. Bead's College, Shimla

There is only one teacher training centre (TTC) exclusively for girls at St. Bead's College, Shimla which is under private management. It has an intake capacity of 45 teacher trainees. On the basis of scanty information provided by the TTC, it may be observed that:

- It is running a two year primary teacher training course affiliated to H.P. Board of School Education.
- There is adequacy of infrastructure and NCTE norms are partially met with regard to physical infrastructure, staff, admission and curriculum transaction.
- The admission criteria to the course is percentage of marks obtained in the matriculation examination.
- There is provision of some SUPW activities namely gardening, making useful things from waste material etc.
- There is also provision of teaching non-scholastic subjects, though no training is imparted by the centre to its pupil teachers in Adult Education, Non-Formal Education, Multigrade Teaching, Population Education.

- Teaching practice and preparation of teacher trainees are on the lines of DIET pattern.
- There is no provision for education of the disabled and the disadvantaged groups as well as teaching integrated science. However, individual attention and participation in groups are the techniques used for dealing with mixed ability groups.
- The centre provides hostel facilities alongwith medical facilities to the students
- The total academic staff in the centre is sixteen, though only two lecturers are on regular basis and the remaining are part time lecturers. There is no appropriate staff for teaching specialized subjects.
- There are certain faculty development programmes such as seminars, workshops and conferences. However, the centre does not have adequate staff welfare programmes.
- The centre has reported no management related problems, no provision of research and no future challenges alongwith no information about additional resources required in the 9th Five Year Plan.

4.3 Profile of Department of Education, Himachal Pradesh University, Summer Hill, Shimla

4.3.1. General Information

1. Description and Location

The Department of Education, Himachal Pradesh University was established in the year 1971. It was granted the status of Department of Special Assistance (DSA) under the UGC scheme in 1987. The Department of Education, Himachal Pradesh University offers various courses such as B.Ed., M.Ed., Ph.D., Post Graduate Diploma in Adult Education (PGDAE) and Post

Graduate Diploma in Guidance and Counselling (PGDGC). These Post Graduate Diploma courses were started in the year 1983 and have duration of one year with 10 seats each.

The B.Ed. course is of one year duration and was started in 1971. This programme was discontinued all over the state by the Government in 1976 and was restored in 1982. There were 80 seats at the beginning, and in the session 1997-98 there are 200 including one hundred seats of NRI sponsored/ payment seats. From the session 1998-99, it has been decided to admit only 80 students in the B.Ed. course and there will be no admission to NRI/NRI sponsored category.

One year M.Ed. programme was started in 1971 with 15 seats and presently there are 20 seats. Ph.D. and M.Phil. programmes were introduced in 1971. But in 1993, M. Phil programme was discontinued and Ph.D. programme was initiated by introducing course work. Under this scheme candidates are first enrolled for course work. After successfully completing the course work the candidates are registered for Ph.D.

2. Adequacy of Infrastructure

The Department of Education has adequate physical infrastructure. Besides classrooms, office space, computer room, cubicles for faculty members, chairman's room, it has one fully equipped conference room and one technology laboratory.

3. Fulfilment of Norms and Standards as per NCTE Norms

The Department is following the norms and standards as prescribed by NCTE in respect of staff, physical infrastructure, admission criteria and curriculum transactions.

4. Use of Educational Technology

The use of educational technology is effectively made in strengthening the training programmes for:

- (a) Modifying teaching behaviour through micro teaching, brain storming, simulation, gaming and role play.
- (b) Providing orientation to teacher trainees in computer assisted instructions.
- (c) Developing expertise in counselling and action research.
- (d) Developing expertise in basic teaching models and teaching strategies.

4.3.2 Admission Procedure

1. Criteria of Admission

For B.Ed. course eligibility condition is BA/BSC (Med. or Non-Med.) with 45% marks. Relaxation of 5% marks is given to SC/ST students. Admissions are made on the basis of merit adjudged by entrance test conducted by the University. The entrance test comprises multiple choice questions (MCQ) of 100 marks with two sections of 50 marks each. Section one contains items of 'Reasoning with numbers, words and figures involving comprehension, analysis, deductive and inductive reasoning interpretation of graphs, 'observing, relating and evaluation'. Section two deals with knowledge of teaching-learning process, education systems including formal, non-formal and distance education, cherished ideals and values as enshrined in the Constitution of India, general awareness of national level educational agencies and organisation of social, political, economic and cultural perspectives alongwith attitude towards teaching profession. Some seats are reserved for SC/ST, sports, cultural activities and physically handicapped as per the university rules. For M.Ed course, eligibility condition is 50% marks obtained at the B.Ed level. For Ph.D. programme, the eligibility condition is M.Ed with 55% marks. For P.G. Diploma in Adult Education

and P.G. Diploma in Guidance and Counselling eligibility condition is 45% marks obtained at the Master Degree level. For all these courses there is provision for the reservation for SC/ST, sportspersons, persons with extra-ordinary credentials in cultural activities, and for the physically handicapped as per university rules.

The entrance test for admission to B.Ed was introduced in 1992-93. Previously, admissions were made on the basis of merit in the qualifying examination (BA/BSc). Admission in B.Ed. course through distance mode is still on the basis of merit in the qualifying examination for in-service candidates. This course is run by the International Centre for Distance Education and Open Learning (ICDEOL). The H.P. University also offers M.Ed. course. The M.Ed. course is of one year duration for in-service teachers which was started in 1971. The number of seats for this course varies from session to session. The B.Ed course was started in 1996 and is of two years' duration. The institute admitted more than 800 candidates for B.Ed. course in the session 1996-98.

4.3.3. Curricular and Co-curricular Activities

1. Weightages Given to Theory, Practical Work and Practice Teaching

B.Ed. course is spread over two semesters. Each semester has four courses of 100 marks each. Practical work is of 100 marks and practice teaching is of 200 marks. Both internal and external methods of evaluation are used in the assessment of teacher trainees.

2. Work Experience /SUPW Activities

Various SUPW activities like educational handwork, library organisation and physical education/ yoga are undertaken.

3. Provision of Teaching Non-Scholastic Subjects

The Department of Education has also the provision for teaching non-scholastic subjects such as arts, educational handwork (i.e. preparation of teaching aids) and campus beautification.

4. Training in Adult Education/Non-Formal Education/ Multigrade Teaching/ Population Education

Pupil teachers are trained in AE/NFE/MT/PE through action research programmes. They are:

- Taking adults (one or two) for providing them literacy and numeracy skills;
- Providing functional literacy skills to adult literates in the campus;
- Taking non-enrolled children in the age group of 9 –14 for their educability;
- Providing exposures to pupil teachers in primary schools having only one or two teachers with a view to looking into the problems of multi grade teaching; and
- Holding exhibitions, debates, preparation of charts etc. pertaining to population issues.

5. Modes of Transaction in the Classroom

In the curriculum transaction the weightage for different aspects is as under:

(i)	Classroom interaction	: 50%
(ii)	Discussion/ Seminars	: 30%
(iii)	Audio-Visual aids including films	: 10%
(iv)	Computers	: 10%

There is equal emphasis on classroom interaction and other innovative teaching-learning methods.

6. Teaching Practice

For practice teaching government schools, private schools and government aided schools are available to the trainees. Each trainee has to deliver 40 lessons and duration of practice teaching is 45 days. Teaching subjects are chosen by the trainees from mathematics, physical sciences and biological sciences. Pupil teachers are prepared for practice teaching. The theory of teaching is followed by demonstration by teachers, simulated teaching, role play and micro teaching. Cent per cent attendance is required for the presentation of lessons. All the lessons in the practice schools are observed by the supervisors. Evaluation of teaching practice is done through internal and external methods.

7. Co-curricular Activities

Co-curricular activities offered by the Department of Education to its teacher trainees for their training and development include cultural activities, sports and games, debate and literary activities, tree plantation, campus beautification and environment education.

8. Integration of Education of the Disabled/ Mixed Ability Groups

So far the disability of the trainees has not necessitated any special provision for teaching the disabled. However, for mixed ability groups the methods of discussion, questioning and mastery learning approach are used by the faculty.

9. Special Provision for Disadvantaged Groups

There is no special provision for disadvantaged groups like SC/ST/OBC. However, research in the areas of disadvantaged groups is the main thrust under the DSA scheme.

10. Specific Provision for Teaching of Integrated Science

There is no specific provision for teaching of integrated science in the Department of Education.

4.3.4 Students' Welfare

1. Hostel and Medical Facilities

The Department provides hostel facilities to boys and girls separately in the campus. This facility is available on merit basis. In case of male students this facility covers nearly 25% of the total strength with a provision of adjustment of the remaining students with the regular allottees. In case of girl students, this facility is available to all of them. Medical facilities are also available in the campus.

2. Placement

The Department provides counselling to the pupil teachers with regard to the opportunities for employment.

3. Stipend/ Financial Assistance

There is a provision of stipend/ financial assistance to SC/ ST/OBC students as per rules of the State Government.

4.3.5. Staff Development and Staff Welfare

1. Staff Position and Mode of Recruitment

Total strength of staff is near about 20. It includes Chairman, Professors, Readers, Lecturers, Research Associates and non-teaching staff including Class IV employees. Some posts have been lying vacant for two years on academic side (one post of Reader and seven posts of Lecturers). Employment of academic staff is by direct mode.

2. Staff for Teaching Specialised Subjects

Appropriate staff is available for teaching specialised subjects, namely, teaching of physical sciences, life sciences and mathematics.

3. Faculty Development Programme

The Department organises seminars and other staff development programmes from time to time. Five national/regional seminars for staff development were organised by the Department during the last three years. The weekly seminars on significant topics are a regular feature of the Department.

4. Staff Welfare

A few staff quarters are available for teaching as well as non-teaching staff; the total coverage being about 30% of the staff. Other benefits such as provident fund, group insurance, house-building advance, vehicle advance, medical reimbursement for the staff, LTC and other facilities with entitlement of various kinds of leave are available to the staff of the Department.

4.3.6. Administration and Finance

1. Management Related Problems

Education Department is not facing any kind of problems regarding its management.

Their sources of income are funds provided by the State government, University Grants Commission, Ministry of Education of Human Resources Development, ICSSR, International Development Agencies and students fees. The expenditures are on hostel and medical facilities, civil works, salaries for staff and stipends and scholarships for the students.

4.3.7 In-service Training Programmes

1. Type and Duration of Programmes

In-service programmes run by the Education Department are of two types:

- (i) Orientation programmes
- (ii) Refresher Courses.

Both these courses are organised by the Academic Staff College of the University. Orientation course is of 4 weeks whereas duration for the refresher course is of 3 weeks.

2. Execution and Evaluation Procedure

Evaluation is done by the participants. Courses are imparted with the help of own faculty and with the assistance of apex institutions like NCERT and UGC besides visiting faculty from different universities. However, there is no follow up mechanism after training of the participants.

3. Problems in the Conduct of In-service Programmes

The main problem faced by the Department to organise in-service programmes is of accommodation for the participants.

4.3.8 Research and Future Vision

1. Research and Innovative Activities

Various research activities are taken up by the Department of Education. The projects completed by the Department are:

- (i) Study of the achievement motivation of SC and non-SC students (HPU financed).
- (ii) A study of the study habits of ST and non-ST students (HPU financed Post-Doctoral Project).

- (iii) A comparative study of achievement, motivation of the students of Himachal Pradesh in relation to their intelligence and socio-economic status (UGC financed).
- (iv) Case studies of failure students at middle and matriculation levels belonging to scheduled tribes in Himachal Pradesh (NCERT financed).
- (v) A study of the effects of master learning strategies in the achievement motivation and academic achievement of tribal students (UGC financed).
- (vi) Educational problems of tribal women students (ICSSR financed).
- (vii) Evaluation programme of population education programme in Himachal Pradesh (World Bank financed).
- (viii) Impact of education on economic development of the SC/ST (DSA financed).
- (ix) Impact of education on the social and economic development of SC and ST (DSA financed).
- (x) Impact of education on the economic and social development of women (DSA financed).
- (xi) Creativity of tribal students.
- (xii) The Department organised national level seminars on the themes: Education and National Development; Educational Development in India: Future Perspectives; Problems and Issues for Environmental Education; Education of the Disadvantaged with special reference to SC/ST and Women.

The following projects are in progress:

- (i) Universalisation of education in Himachal Pradesh: An Evaluative Study.

- (ii) Vocationalization of education in Himachal Pradesh at +2 level: An Evaluative Study.

Various innovative activities:

- (i) Teaching through seminars.
- (ii) Computer assisted instruction.
- (iii) Brain storming and problem solving.
- (iv) Conducting of weekly seminars.
- (v) Development of self instructional material for tribal children.

2. Strengths

Strengths of the Department are :

- (i) Dedicated staff with strong motivation for co-operation and co-ordination.
- (ii) Solution of problems through discussions.
- (iii) Emphasis on innovative teaching.
- (iv) Extension lectures by eminent educationists.

3. Weaknesses

Weaknesses of the department are:

- (i) Stagnation among the teaching staff at lecturer level.
- (ii) Lack of space.
- (iii) Inadequate grants for library especially for subscribing to international journals.

4. Plans for the Improvement of Academic and Institutional Programmes

The academic and institutional improvement programmes for the development of the Department are as follows:

- (i) Teaching B.Ed students through mode of practical oriented techniques/ approaches.
- (ii) Orientation of teacher trainees in computers.
- (iii) Organizing short-term courses for in-service teachers.
- (iv) Conducting action research on issues relating to education of pupils in villages.

5. Additional Resources for the 9th Five Year Plan

Additional resources are needed for the following items :

- Separate building.
- Hostels for boys and girls.
- Equipment for multimedia laboratory.
- Books and journals, and
- Academic staff—particularly one post of Professor, four posts of Readers and one post of Computer Programmer.

4.4 Profile of College of Teacher Education, Dharamshala

4.4.1 General Information

1. Description and Location

Government College of Teacher Education (CTE), Dharamshala is an independent college and was established in 1956. It was a B.Ed. college. In 1993, it was converted into College of

Teacher Education. It offers B.Ed. training of one year duration. The number of seats at the beginning of the college was 160 and at present there are 325 trainees in the college.

2. Adequacy of Infrastructure

The CTE has only four classrooms; this accommodation is not enough. Other accommodation like music room, craft room, teaching laboratory, Principal's office, students' common room, assembly hall etc. in the college is sufficient. There is no space for office in the college.

3. Fulfilment of Norms and Standards

The college is following the norms and standards prescribed by the NCTE in respect of staff, physical infrastructure, admission criteria and curriculum transaction. It has made out a case for the creation of additional posts for the institute.

4. Use of Educational Technology in Strengthening Training Programme

The institute is making extensive use of audio visual aids, such as film projector, television, educational films, cassette players, video cameras and teaching aids in classroom teaching.

4.4.2 Admission Procedure

1. Criteria of Admission

For B.Ed. course in the CTE, eligibility condition is B.A. / B.Sc. (Non-medical) with 45% marks. Relaxation of 5% marks is given to SC/ST students. Admissions are made on the basis of merit in the entrance test conducted by Himachal Pradesh University.

Entrance test for admission to B.Ed. was introduced from the session 1992-93. Prior to that, admissions were made on the basis of merit in the qualifying examination, i.e., B.A./ B.Sc.

4.4.3 Curricular and Co-curricular Activities

1. Weightage

Maximum marks allotted to different courses in the B.Ed are as in Table 4.25.

TABLE 4.25

B.Ed. Course and Maximum Marks

Title of the course		Max. Marks	Evaluation
First Semester			
Course I	Philosophical and Sociological Basis of Education	100	External
Course II	Psychological Foundation of Education and Elementary Statistics	100	External
Course III	Educational Technology	100	External
Course IV	School Management	100	External
Second Semester			
Course V	Education in Contemporary India	100	External
Course VI	Education of Human Values	100	External
Course VII	Methodology of Teaching (Any two of the following subjects)	200	External
a)	Teaching of Physical Science	80+20	External
b)	Teaching of Mathematics	80+20	External
c)	Teaching of Hindi	80+20	External
d)	Teaching of English	80+20	External
e)	Teaching of Sanskrit	80+20	External
f)	Teaching of Geography	80+20	External
g)	Teaching of History	80+20	External
h)	Teaching of Economics	80+20	External
i)	Teaching of Social Studies	80+20	External
j)	Teaching of Computer Science	80+20	External
k)	Teaching of Life Science	80+20	External
Course VIII			
A	Practical Skill in Teaching of any two Subjects	200	External
B a)	Sessional Work	60	External
b)	Socially Useful Productive Work	40	External

B.Ed. course is spread over two semesters. Each semester has four courses and each course carries 100 marks. In addition to the theory papers, practical work (sessional work and SUPW) is of 100 marks and practice teaching is of 200 mark.

In course VII each paper has two components : one component is a theory paper of 80 marks and the second component carries 20 marks. The second component consists of the following requirements:

- a) Three lessons for the selected subject
- b) Achievement and performance test based on the content of the selected subject

Though all the examinations are evaluated essentially by external method, course VIII has a touch of internal assessment also. In course VIIIA viz., practice of teaching, the performance of the student is assessed by a board of examiners consisting of (i) head of the teaching department of the university/principal of the college, (ii) the teacher concerned (internal), and (iii) external examiner. In course VIIIB(a), there are three activities viz., Educational handwork, Library organisation and Physical education/Yoga. The first activity includes preparation of two teaching aids which are assessed by the board of examiners consisting of chairman of the teaching departments of the university/principal of the college and departmental council of the teaching department of university/staff council of the college. Performance in the other two activities is assessed by means of objective type test consisting of 20 items; the test is finalised by a chairman of the teaching department/ principal of the college. In course VIIIC students can pick up any two activities from (i) photography, (ii) medical first aid, (iii) fruit preservation, (iv) campus beautification, and (v) leather work. Here too assessment of the student is based on performance in an objective type test

consisting of 20 items; the test is finalised by a chairman of the teaching department/ principal of the college.

2. Work Experience/SUPW Activities

Various SUPW activities are undertaken by the college, viz., campus beautification, fruit preservation, photography, physical education, yoga, library organisation, educational handwork etc.

3. Provision of Teaching Non-Scholastic Subjects

The CTE has also provision of non-scholastic subjects such as music, drawing, arts, physical education, yoga etc.

4. Training in Adult Education/Non-Formal Education/ Multigrade Teaching/ Population Education

Pupil teachers are not trained in the fields of AE/MT/NFE/ PE etc. by the college. However, the course content in theory has an inbuilt component to orient teacher trainees for literacy.

5. Mode of Transaction in the Classroom

Modes used in transaction of curriculum by teachers is given as below:

- | | |
|-------------------------------|-------|
| 1) Classroom interaction only | : 60% |
| 2) Discussions/Seminars | : 15% |
| 3) Audio visual aids | : 25% |

Classroom interaction is the most prevalent mode of transaction of curriculum used by the college.

6. Teaching Practice

For practice teaching, only government schools are available. Each trainee has to deliver 20 lessons and one discussion lesson in two teaching subjects under course VII including subjects like

Physical Sciences, Mathematics, English, Social studies etc. There are two types of examinations for teaching practice — internal and external. Pupil-teachers are prepared for practice teaching through theory of teaching followed by demonstration by teachers or old students, simulated teaching/role playing and micro-teaching. Cent per cent attendance is required in practice teaching and all the lessons are observed by the teachers.

7. Co-Curricular Activities

The co-curricular activities offered by the college to its pupils for their training and development are drama and other cultural activities, campus beautification, yoga and tree plantation.

8. Integration of Education of the Disabled/Mixed Ability Groups

So far the disability of the candidates has not necessitated any special provision for teaching the disabled and mixed ability groups.

9. Special Provision for Disadvantaged Groups

Financial assistance/stipends as sanctioned by the State Government from time to time are given to SC/ST and economically backward students for curricular inputs by the college.

10. Specific Provision for Teaching of Integrated Science

The CTE is providing teaching of integrated science by making use of science laboratories.

4.4.4 Students' Welfare

1. Hostel and Medical Facility

The college is having hostel facility for girls as well as boys. The girls' hostel for 60 students is under construction. There is one boys' hostel which accommodates 25 students. Medical

facilities are also available in the campus. There is one whole time Pharmacist/Dispenser working in the college.

2. Placement

Provision is made by the college to guide/provide counselling to the pupil teachers through college library, reading room and notice board by displaying advertisements, employment news letters etc.

3. Stipends/Financial Assistance

There is a provision of financial assistance/stipend to teacher trainees belonging to SC/ST, OBC and low income groups. Girl trainees are exempted from tuition fee.

4.4.5 Staff Development and Staff Welfare

1. Staff Position

The total strength of the staff is near about 40. It includes Principal, lecturers, craft teachers, administrative staff and class IV employees. However, some posts are lying vacant in the academic as well as administrative staff i.e. 3 posts of lecturers, 2 posts of peons and one post of driver. This comes to about 15%.

2. Appropriate Staff for Teaching Specialised Subjects

There is no staff for teaching vocational courses to the handicapped, student trainees with special needs, environmental/population education courses and women studies.

3. Faculty Development Programme

The CTE does not organise seminars or any other staff development programmes.

4. Staff Welfare

No staff quarters are available for teaching as well as administrative employees. However, medical facilities are available for the staff in the college. Other benefits such as provident fund, insurance, house-building advance, vehicle advance, medical reimbursement and LTC facilities with entitlement of various kinds of leave are available to the staff of the CTE.

4.4.6 Administration and Finance

1. Management Related Problems

The CTE is facing many problems. Major problem faced by the college is non-availability of the staff with the requisite qualification. With the inception of NCTE the problem of dual affiliation has arisen. Since the college is funded by the government (State and Centre), the Principal and staff are not in a position to take major decisions except approaching the state government. Problem of accommodation for staff and students, though being tackled by the CTE, is not being fully solved as per norms of the NCTE. There is no autonomy for local management as everything is controlled by the University, Government and NCTE. The CTE does have academic autonomy.

4.4.7 In-service Training Programmes

1. Types and Duration of Programmes

The in-service programmes run by the CTE are of two types:
(i) Value based (ii) Content based (subject wise).

They are of long term as well as short term duration. Especially, content based programmes i.e. subject-wise are of long term duration. Programmes of minimum of three days for value based and six days for content based are organised. The longer duration activities for content based programmes range from 20 to 30 days.

2. Execution and Evaluation Procedure

To evaluate the training programme of in-service teachers, the method used by the CTE is feedback from the participants. They are asked to speak as well as give comments about the programmes. There is at present no follow up mechanism after the training. The college is planning to develop this mechanism by visiting the schools whose principals/ headmasters/ lecturers/ trained graduate teachers have undergone training and see that the concerned faculty is, at least, trying to implement the programmes in their respective institutions.

3. Problems in the Conduct of In-service Programmes

Specific problems in the conduct of In-service training programme highlighted by the CTE are:

- Accommodation problem for the participants.
- Payment to the resource person was fixed long back and is too meagre (Rs. 40/- per lecture) for anybody to take up the assignment.
- Non-availability of the resource persons especially when the programme is conducted in the interior of the district.

4.4.8 Research and Future Vision

1. Research and Innovative Activities

No research activities are taken by the CTE. However, innovative activities of the college are:

- Creation of photographic club as work experience and training the students in printing, developing and enlarging of prints. Students are trained in such a way that, if need be, they can take up photography as a profession.

- Educating students in developing green houses and taking up nurseries etc. as a profession.
- Mushroom house is one of the visions of the staff members to train their students in this field.
- To develop fishery ponds and cultivate fisheries for commercial consumption.
- A modern computer laboratory has been set up with six to eight latest computers and is ready to train the students in the application of computers.

2. Strengths of CTE

Major strengths emphasised by the CTE are:

- Well established and proper institution in the region imparting training to the future teachers since 1956. It has a fully developed complex, a well established library and a laboratory.
- The staff is very experienced and well trained and committed to their job.

3. Weaknesses of CTE

Weaknesses described by the CTE are as follows:

- Lack of playground facilities
- Accommodation problem

4. Plans for the Improvement of Academic and Institutional Programmes

Academic and institutional improvement programmes for development as explained by CTE are as follows:

- Additional accommodation for library and students' centre is being planned with the help of funds from students and district administration.

- A multipurpose hall and a girls' hostel with warden's residence is coming up speedily with the assistance of MHRD and the State Government.
- Staff quarters are to be constructed with the help of UGC/ MHRD and State Government at the earliest.
- Development of lawns, green-house, fishery ponds etc.

5. Future Challenges

The future challenges described by the CTE are not many. They are thinking in terms of the teacher training programmes to be organised in the interior schools to facilitate maximum participation of teachers. For this, the CTE requires transport facilities.

6. Additional Resources for the 9th Five Year Plan

For revamping the college, some additional resources required in the 9th five year plan are:

- Building for Library Block
- Gymnasium
- Playground
- Vehicles
- Library books/ Science material equipment
- Staff quarters
- Green house/Fishery pond
- Barricading the complex
- Classrooms
- Staff for Computer Lab. and Advanced Computers

4.5 Profile of State Council of Educational Research and Training, Himachal Pradesh, Solan

4.5.1. General Information

1. Description and Location

There existed a College of Education at Solan in 1954 which was converted into State Institute of Education (SIE) in early seventies, and on April 1, 1984, it was rechristened as the State Council of Educational Research and Training (SCERT). To start with, the SCERT was kept under the administrative control of Directorate of Education and is now under the control of Directorate of Primary Education.

The process of restructuring the apex educational institution was initiated only in the beginning of the year 1997 when the State Government decided to give autonomous status of a Council to the SCERT to improve/strengthen its working.

2. Cells/Units in the SCERT

There are well defined departments in the Council. They are:

a) Department of In-service Teacher Training for School Teachers

This department is responsible for orientation/refresher courses for the benefit of JBTs, language teachers, Shastris, TGTs and school cadre teachers.

b) Department of Special Programmes

This department controls National Talent Search Examination, Developmental Activities and Community Education Programme, Environment Education, National Council of Teacher

Education Projects, Literacy and Science Seminar/Exhibition/Fair.

c) Department of Population and Adolescent Education and AIDS Awareness

d) Department of Primary School Education

This department looks after pre-school education, primary school education, requirements of DPEP programmes, girls' education and non-formal education.

3. Infrastructural Facilities

The SCERT is housed in a hired building of about 500 square meters built up area. To be precise, it is the middle storey of a residential building. The accommodation is inadequate, dark and badly located. The building has only one hall which serves as a teaching classroom for in-service training of teachers. It can comfortably accommodate only 30 persons. There is no laboratory though there is lot of science material and equipment available with the Council. There is no computer or documentation facility. It is difficult to imagine an educational training institute without a hostel. This is precisely what has been going on in the SCERT since its establishment about fifteen years ago or so. A hostel building for accommodating 100 trainees is now under construction and is likely to be ready by the end of 1998. There is also a provision to build an office of about 900 square meters floor area with the help of IDA funds under DPEP scheme. The paper work is almost complete. It will take another two years before the office is ready for occupation. By the end of 1999, the SCERT can hope to have a first rate infrastructure.

4.5.2 Staff Development and Staff Welfare

The SCERT has inherited the organisational structure of the erstwhile Government College of Education. There are nineteen academic posts including those of principal, librarian and artist

and thirtysix posts of non-academic nature. It is headed by a Principal of the status of principal of an under-graduate degree college.

There is no specific recruitment policy for SCERT faculty. All posts are transferrable and are filled by transfer from degree colleges and schools. For the capacity building of faculty members, they are generally deputed to attend seminars, workshops, conferences and orientation programmes organised by different agencies. All the fringe benefits are available to staff members as per government rules like pension, general provident fund, group insurance, leave facilities, medical reimbursement etc. However, no staff quarters are available for academic as well administrative staff.

4.5.3 Administration and Finance

1. Management Related Problems

Major management related problems are the lack of hostel facilities for teacher trainees, classrooms and seminar halls. Since SCERT is housed in a rented building, any improvement seems impossible in the near future. Because of its location in a typical residential area there is no congenial environment of an educational and research institute.

2. Budget

There are different sources of funds/budget for organisation of the programmes. There are centre funded programmes and other agencies funded programmes viz. UNFPA, World Bank, NCERT, NCTE etc. State funds used to be operated through treasury and other funds provided by the Central Government and other agencies are through banks. Since the SCERT has now become a society w.e.f. April 1, 1998, the State funds have been converted into a grant-in-aid of about Rupees ninety lacs, and hence are operated through a bank. The expenditure to be incurred, for different activities/programmes in case of state government funds,

is controlled by the Governing Council of the SCERT. This allows flexibility to divert funds from one head/sub-head to another; this will greatly result in the growth and development of the programmes.

The budget allotted by various agencies and activities for which they were meant in the year 1997-98 are as detailed in Table 4.26

TABLE 4.26

Sources of Income and Heads of Expenditure (1997-98)

No.	Agency (source of income)	Amount Rs.	Activities/Heads of Expenditure
1.	State Govt.	89.5 lacs (non plan) 8.2 (plan)	Salaries, NTSC exam, in-service teacher training programmes, science seminar and fair and DACEP *
2.	MHRD New Delhi	11.0 lacs	SOPT (Special orientation programme for primary school teachers)
3.	NACO New Delhi	0.72 lacs	AIDS awareness
4.	UNFPA	1.5 lacs	Adolescence education
5.	NCTE New Delhi	0.42 lacs	Project on status of teacher education in Himachal Pradesh
6.	HP Primary Education Society Shimla	17.0 lacs	Activities for HPPE society
7.	Directorate of Education H.P. Govt.	0.88 lacs	In-service training programmes for TGTs and school cadre lecturers
8.	MHRD New Delhi	50.0 lacs	Civil works to build SCERT hostel
9.	State Govt.	25.0 lacs	Civil works to build SCERT hostel

* The DACEP project was abandoned last year because it was felt that it had out-lived its utility.

4.5.4 In-service Training Programme

SCERT organises different types of in-service teacher training programmes under different schemes of NCERT, State

Education Department and other agencies. These in-service training programmes can be divided into three categories:

- i) Training of Key Resource Persons (KRPs)
- ii Training of Resource Persons (RPs)
- iii) Training of Teachers.

Duration of these training programmes differs from one day to three weeks.

1. Training Under the Scheme of Improvement of Science Education

This is a centrally sponsored scheme, started in 1985, with SCERT, Solan as a nodal agency of the State. The main objective of the scheme is to make science teaching more interesting, activity oriented, innovative and experiment oriented. Special training and orientation programmes of ten to fifteen days for high school and senior secondary school teachers of Science and Mathematics are organised under this scheme. No more programmes will be held from next year since the funds provided by the MHRD have been fully exhausted.

2. Training Under Environmental Education

Under this programme, about 700 teachers of different levels from eight districts have been trained to create awareness about the environment amongst the students and community. Four audio and two video programmes have also been developed as support material for training programmes. A number of workshops were organised to develop material for induction into textbooks for 6th to 8th classes. Also eight video cassettes and four audio cassettes were developed which are all related to the environment of the State.

3. Training Under Population Education Project

A Population Education Cell was created in the SCERT in September 1981. PEC is responsible for organizing programmes for the guidance of teachers in the area of population and adolescence education. This programme officially ended in December 1996. Another five year programme called Adolescence Education has been introduced by the MHRD with the help UNFPA. The SCERT has already submitted a 4 year plan to the National Project Co-ordinator for clearance (from five year it became a four year project because one year is already over). The State Government has approved its implementation and the approval has been conveyed to the NCERT. The project has been cleared and grant-in-aid Rs. 5 lacs is available to the State Government under this scheme. Once the formalities of signing of agreement between the Central and the Governments are over, the programme will be put into action.

Under the Population Education Project the following programmes were organised last year:

a) Training of Block Primary Education Officers

In-service training programmes of BPEOs and other Resource Persons to be used in future trainings are a regular feature. About 500 resource persons have so far been trained in Population Education.

b) Population Education Training to DIET Faculty

DIET faculty has also been imparted training in population education. Every year two faculty members from each DIET are trained and oriented to dovetail the contents of population education in their own in-service and pre-service training programmes.

c) One Day Training Programmes for Primary School Teachers

This is a decentralised training programme organised by the BPEO's for the benefit of primary school teachers. Under this programme, about 10,000 primary school teachers have been trained.

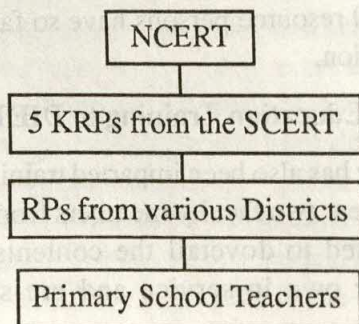
d) Training of National Service Scheme Programme Officers, Physical Education Teachers and Other Teachers

Programme officers of National Service Scheme have been trained. Other teachers of high and senior secondary schools have also been imparted population education training. These programmes are of three to four days' duration. About 500 teachers have been trained under this programme.

4. Training Under Special Orientation Programme for Primary School Teachers (SOPT)

Special Orientation Programme for Primary School Teachers (SOPT) was initiated in the State with financial assistance of NCERT. The organisational structure of this programme is :

Organisational Structure (SOPT)



a) Training of Key Resource Persons

This training is organised by the NCERT to train five Key Resource Persons of SCERT for further training at State level.

b) Training of Resource Persons

Key Resource Persons in turn train resource persons (teachers from senior secondary and high schools) at the SCERT, Solan. About 300 resource persons have been trained all over the State for further training of primary school teachers.

c) Training of Primary School Teachers

The resource persons trained under this programme in turn impart training to primary school teachers at different centres set up by the SCERT in consultation with the District Education Officers and Principals of different schools. The principal of the school is designated as course director for the seven day training programme of primary school teachers. About 10,000 teachers have been trained under this programme to date.

5. Development of Instructional/Training Material

Different types of materials have been developed by the cells, which are to be used as support material for qualitative in-service training programmes. Different packages developed during 1991-97 are shown in Table 4.27.

TABLE 4.27

Educational Material developed by SCERT

S. No.	Title of the Material	Target Group	Language
1.	Self Instructional package for SOPT programme.	Primary School Teachers	Hindi
2.	Instructional package for middle school science teachers.	Teachers	Hindi
3.	Instructional package for high school science teachers.	Teachers	Hindi
4.	Jansankya Skiksha Samelarsika	Teachers/RPs.	Hindi
5.	Geet Gunjan Music Cassette (Folk Songs on Population Education)	Pupils/Teachers	Pahari
6.	Bhavishya Ke Sapne	-do-	Hindi
7.	Jan Chetna	Teacher Educators for (TTIs)	Hindi
8.	Sneha	Pupil/Teachers/RPs.	Hindi
9.	Gian Deep (AIDS Education)	-do-	Hindi
10.	Prerna	-do-	Hindi
11.	Him Chetna	-do-	Hindi
12.	Yug Sandesh 1992, 1993, 1994, 1995, 1996 (News Letters)	-do-	Hindi & English

6. Evaluation of In-service Training

Evaluation is an integral part of any training programme. It is a component that brings success in the realisation of the aims and objectives and helps in maintaining quality of the programme. Some procedures of evaluation adopted by the Council include:

- i) Pre and Post Training tests;
- ii) Evaluation sheets from participants;
- iii) Feedback and observation; and

iv) **Attitude scales.**

There is a lot of scope of improvement in the evaluation process.

7. Follow up Mechanisms

Right now there does not exist any follow up mechanism to evaluate the actual success of the training programme in the field at actual implementation level. This aspect of the training programmes deserves a serious thought. The question is if the teachers do not change their tactics and attitudes even after training the money might as well be going down the drain.

8. Problems and Issues of In-service Training

The major problem faced by the Council to conduct the in-service training programmes mostly pertain to non-availability of board and lodging facilities, insufficient honorarium paid to resource persons, lack of interest in training by participants, insufficient attendance of trainees and inadequate teaching space/rooms. In spite of all the problems, SCERT has been putting its best foot forward.

4.5.5 Research and Future Vision

1. Research and Innovative Activities

- Completed Baseline Assessment study of District Primary Education Programme in the State. This achievement is all the more noteworthy because no other SCERT in the country has handled this job earlier.
- Evaluation of total literacy campaign in Solan district is also a landmark in the field of research and evaluation.
- For introduction of Adolescence Education in schools of Himachal Pradesh, a study of teachers' attitudes in three districts of the State has also been successfully completed.

- Baseline study of status of teacher education in the state has been successfully completed.

As part of innovative activities, a musical audio cassette/ programme in the folk dialects of Himachal Pradesh on population awareness issues has been developed by the Council.

2. Plans For Improvement of Academic and Institutional Programmes

The SCERT, Solan all these years, right from the day of its inception, has been slogging under the yoke of legacy of the College of Education. Many attempts were made in early eighties and thereafter too to change its structure and strengthen it without reaching anywhere. On April 5, 1997 the Cabinet approved to convert SCERT into a society under the Registration of Societies Act of the States Government. Soon thereafter, the Governing Council of the SCERT was notified. This Council consists of 15 members with the Minister of Education as the President, Minister of State of Education as the Vice President and the Principal of SCERT as its Member Secretary. The Council is assisted by three Committees — Executive Committee, Finance Committee and Programme Advisory Committee. All the three Committees have Secretary (Education) as the Chairperson and Principal of the SCERT as the Member Secretary. These three Committees had two sittings each and the Governing Council had only one. Plan of action for the year 1998-99 began its implementation w.e.f. April 1, 1998. This plan involves revising school text books, training programme for in-service teachers and AIDS awareness project, Adolescence Education, NTSE, SOPT, Science Seminar and capacity building of the school teachers.

On August 5, 1997, the State Government advised the Secretary (Education) to :

1. Abolish three state level institutes, viz., English Language Teaching Centre, State Evaluation Office and State Audio Visual Office, and to merge most of its staff with the SCERT and to surrender some redundant posts.
2. Ensure a definite structure of academic staff for the SCERT. The subject of excellence of each lecturers has been defined, and it has also been decided that this subject-wise split would be maintained. There will be no filling of posts just for the sake of filling. There will be no direct recruitment to fill these posts. These posts will be filled by transferring government employees from Education Department. The term of the Principal will be for a period of three to six years and that of other staff for a period of five to ten years. Already the process of rationalisation has started and about three-fourths of the posts have been filled while the remaining ones will be filled soon.

One hostel which can accommodate one hundred teachers is under construction in Rabon village, just at a distance of two k.m. from the SCERT. Funds for this project have been provided by MHRD and the State Government on a fifty-fifty basis under a scheme called 'Strengthening of SCERTs' Initiative by the Former'. Investments to-date have been Rs. 70 lacs. At the same site there is a proposal to construct an office with about 900 sq. m. floor area. Funds for the office to the tune of Rs 40 lacs will be provided by the DPEP Society, Shimla. There is no provision for a temporary hostel. The current situation may continue for another year or two.

3. Future Challenges

Once the process of restructuring and strengthening of the SCERT is over, it should be possible for the Council to concentrate on activities centred around educational research. For the next five years, District Primary Education Programme will pose a big

challenge to the academic staff of the SCERT. This will involve formulation of Minimum Levels of Learning for classes I through V, deciding syllabi and courses or reading and reviewing current text books. Hopefully, the efforts will bear desired fruits.

With the restructuring of the SCERT, process of decision making will be considerably shortened. The Principal will be in a position to decide most of the matters at his/her level. With an atmosphere where people can breath and think freely, it should be possible to achieve substantial progress.

4. Expectations from the 9th Five Year Plan

In the ninth five year plan, the Council expects generous flow of funds for research activities, and for setting up of first rate Computer, Audio Visual, Science and Geography laboratories and to have Tele-Conferencing facilities.

Computer facilities will help the SCERT in documentation and processing of data to get desired information. It should be possible to computerise books and other literature in the library. With the computers hooked to Internet, it should be possible to have instant access to information and literature anywhere in the world.

Physical and bio-laboratories will make in-service teacher training courses more meaningful and relevant.



Chapter 5

HUMAN RESOURCE PLANNING

In the past, the phrase manpower planning was widely used, but now the emphasis is on human resource planning which is more broad based. Human resource or manpower planning is the process by which a management determines how an organisation should move from its current manpower status to its desired manpower position. Through planning, the management strives to have the right number, the right kind of people at the right places and at the right time to do jobs which result in both the organisation and the individual receiving the maximum long range benefits. Human resource planning consists of a series of activities, viz., (a) Forecasting; (b) Making an inventory of present manpower resources; (c) Anticipating manpower problems; and (d) Planning necessary programmes of requirements.

Thus human resource planning consists in projecting future manpower requirements and developing manpower plans for realizing the projections.

5.1 Educational Status of Himachal Pradesh in Post-Independence Era

At the time of independence of the country, Himachal Pradesh was faced with many problems in the field of education.

Progress of education in various constituent units of the Pradesh had been far from uniform. Education of women was badly neglected. Most of the teachers were untrained, getting meagre salaries. Different pay scales prevailed in different parts of the Pradesh. There was no proper organisational set up for education. The State Education Department was established in April 1948 headed by Chief Education Officer. Educational facilities available in the year 1949-50 are indicated in Table 5.1.

TABLE 5.1

**Educational Infrastructure/Facilities
(as in 1949-50)**

Level	Number of Institutions		Enrolment		Teachers	
	Boys	Girls	Boys	Girls	Male	Female
Primary	361	25	13564	1256	519	31
Middle	75	7	9334	832	274	39
High	20	3	6376	1333	265	55
Total	456	35	29274	3421	1058	125

Source : Fourth All India Educational Survey (1978), Himachal Pradesh.

5.2 Educational Development in Himachal Pradesh after States' Reorganisation

After the reorganisation of the erstwhile State of Punjab in 1966, hilly areas of Kangra, Kullu, Lahaul and Spiti, Shimla, Una and Nalagarh were added to Himachal Pradesh. After merger of all these areas, educational network in Himachal expanded tremendously. As against 4403 schools in 1966-67, there were 10,729 schools in 1995-96. The present figure is 13103 schools. The number of students in schools also witnessed a spectacular rise from 4.94 lakhs in 1966-67 to about 14 lacs in 1995-96. As a consequence of increase in the school enrolment, the number of

teachers in schools also increased considerably from 18000 in 1966-67 to 53000 in 1995-96.

Tables 5.2 through 5.5 give the pattern of growth of schools, teachers, students and pupil teacher ratio alongwith graphical presentation in Figures 5.1 to 5.4. Graphical presentation are based on 'log to the natural base ($=\ln$)'.

TABLE 5.2
Growth in Number of Schools at All Levels.

Level	Number of Schools		Log Number of Schools		Growth b/a
	(a) 1966-67	(b) 1995-96(P)	Ln(a)	Ln(b)	
Primary	3529	8393	8.16	9.03	2.3
Middle	557	1086	6.32	6.99	1.94
High/Sr Sec.	317	1250	5.75	7.13	3.94
Total	4403	10729	8.39	9.28	2.43

P = provisional

Source : Statistical Outline of Himachal Pradesh, Deptt. of Economics and Statistics, and Directorate of Education, Himachal Pradesh.

Growth in Number of Schools at All Levels.

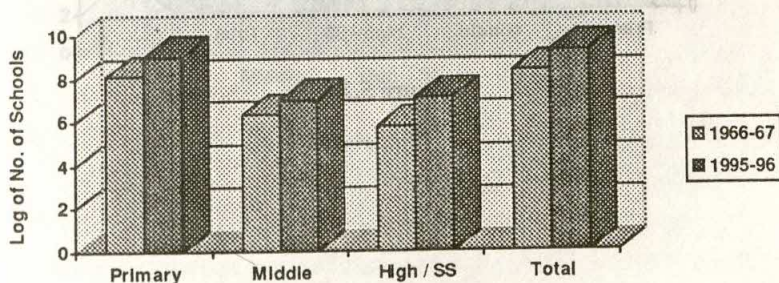


Figure 5.1

TABLE 5.3

Growth in Number of Students at All Levels

Level	Number of Schools		Log Number of Schools		Growth b/a
	(a) 1966-67	(b) 1995-96(P)	Ln(a)	Ln(b)	
Primary	239717	777000	12.38	13.56	3.24
Middle	102596	400400	11.53	12.90	3.90
High/Sr Sec	152019	228400	11.93	12.33	1.50
Total	494332	1405800	13.11	14.15	2.84

P = provisional

Source : Statistical Outline, Himachal Pradesh, Deptt. of Economics and Statistics H.P.

Growth in Number of Students at All Levels.

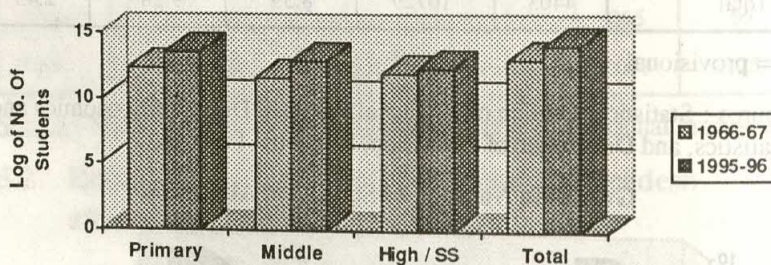


Figure 5.2

TABLE 5.4
Growth in Number of Teachers at All Levels

Level	Number of Schools		Log Number of Schools		Growth b/a
	(a) 1966-67	(b) 1995-96(P)	Ln(a)	Ln(b)	
Primary	8221	30688	90.1	10.33	3.7 Times
Middle	4098	6320	8.31	8.75	1.5 Times
High/Sr Sec	6133	16523	8.72	9.71	2.6 Times
Total	18452	53531	9.82	10.88	2.9 Times

P = provisional

Source : Statistical Outline of Himachal Pradesh, Deptt of Economics and Statistics, H.P. and Directorate of Education, H.P.

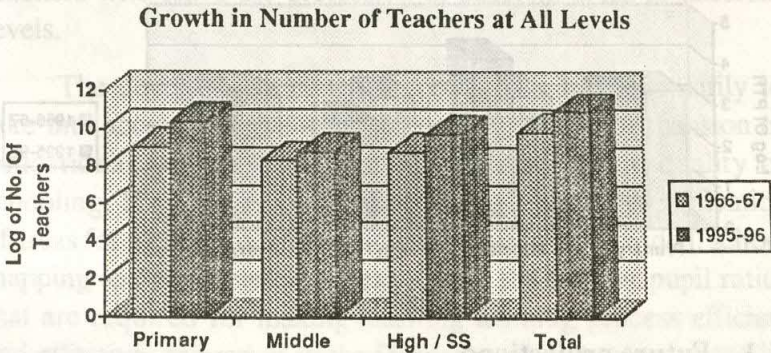


Figure 5.3

TABLE 5.5

Change in Pupil Teacher Ratio

Level	Pupil Teacher Ratio (PTR)		Log of PTR		Growth
	(a) 1966-67	(b) 1995-96 (P)	Ln(a)	Ln(b)	
Primary	29:1	25:1	3.36	3.21	0.86 Times
Middle	25:1	63:1	3.21	4.14	2.52 Times
High/Sr Sec	25:1	14:1	3.21	2.63	0.56 Times
Average	27:1	26:1	3.29	3.25	0.96 Times

P = provisional

Source : Based on the data collected from Directorate of Education and Deptt. of Economics and Statistics, H.P.

Change in Pupil Teacher Ratio

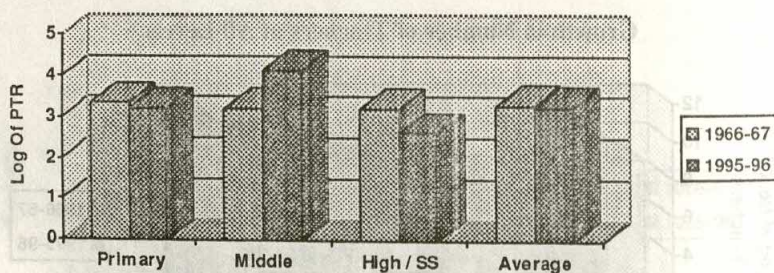


Figure 5.4

5.3 Future projections

Comparing current status of school education in the State, with what existed at the time of its inception and with what existed thirtytwo years ago, is very spirit uplifting; it will do any State in India proud; and will give great satisfaction and a feeling of justified pride to the State.

In the State, significant attention has been paid to teacher

education by strengthening teacher education infrastructure. The Government has converted all the six Basic Training Schools into District Institutes of Education and Training (DIETs) and also opened additional DIETs in other districts to ensure one DIET per district. This is a great achievement in the field of teacher education by any standards. Besides, there is a College of Teacher Education and one University Department of Education to cater to the needs of B.Ed. level teacher education. These teacher education institutions have definite intake capacity, decided by the government in case of J.B.Ts. and by the Himachal University in case B.Ed., irrespective of the actual demand/need for teachers at various levels. At present there is no perspective planning being done in the State about the requirements of teachers and teacher educators. Even the database is too inadequate. For human resource planning no information is available about the likely future demands arising from annual retirement of teachers and the teachers who leave the profession in different areas at different levels.

The development of teacher education has necessarily to take into account the policies and programmes for expansion of educational facilities and the improvement of the quality of schooling. The tasks involved are, among others, the identification of areas for which educational facilities have to be provided, school mapping to determine catchment areas, the teacher pupil ratios that are required for making teaching learning process efficient and effective, reduction in the incidence of repetition of grades and premature withdrawal from schools. Realistic planning is not possible taking the entire state as a unit. There is need for planning for specific geographical locations.

Our problem is to visualise future projections of the needs of the State in terms of J.B.Ts. and B.Eds. required. To be specific the following questions must be addressed:

- At the current rate how many J.B.Ts. and B.Eds. the State can produce over the next five years ?
- Will they suffice our needs ?
- Shall we need more DIETs and BEd colleges to meet the requirements ?

To answer these questions, the data given in Tables 5.6 through 5.13, and figures 5.5 to 5.9 may be useful.

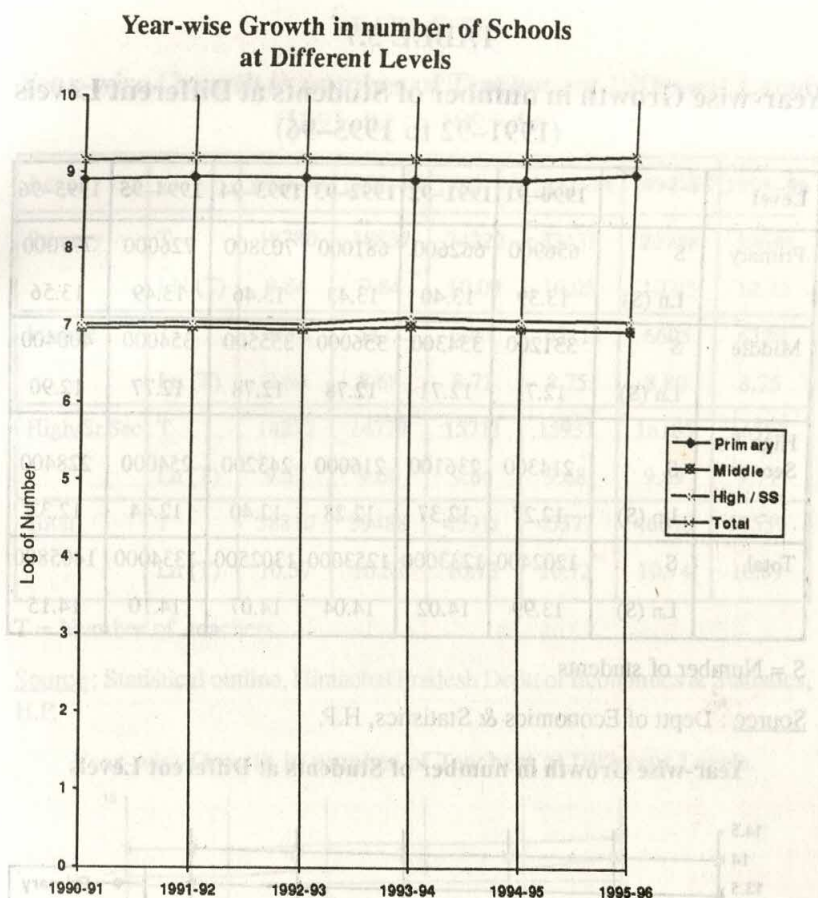
TABLE 5.6

**Year-wise Growth in number of Schools
at Different Levels**

Level		1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Net growth
Primary	S	7471	7690	7723	7617	7693	8393	922
	growth	-	+ 219	+ 33	- 106	+ 76	700	
	Ln (S)	8.91	8.94	8.95	8.93	8.94	9.03	
Middle	S	1066	1094	1067	1108	1101	1086	20
	growth	-	28	-27	47	-7	-15	
	Ln (S)	6.97	6.99	6.97	7.01	7.00	6.99	
High Sr Sec	S	1125	1163	1140	1266	1231	1250	125
	growth	-	+ 38	- 23	+ 126	- 35	+ 19	
	Ln (S)	7.02	7.05	7.03	7.14	7.11	7.13	
Total	S	9662	9947	9930	9991	10025	10729	1067
	growth	-	+ 285	- 17	+ 61	+ 34	+ 704	
	Ln (S)	9.17	9.20	9.20	9.20	9.21	9.28	

S = Number of schools

Source : Statistical Outline, H.P. Deptt of Eco. and Statistics. H.P.

**Figure 5.5**

The point that the net growth in total number of schools has been more than 11% over a period of just six years which is quite remarkable. The table, however, exhibits some disturbing features also.

The next four tables are of immense use in projecting the future requirements.

TABLE 5.7

Year-wise Growth in number of Students at Different Levels (1991-92 to 1995-96)

Level		1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Primary	S	656900	662600	681000	703800	726000	777000
	Ln (S)	13.39	13.40	13.43	13.46	13.49	13.56
Middle	S	331200	334300	356000	355500	354000	400400
	Ln (S)	12.71	12.71	12.78	12.78	12.77	12.90
High Sr. Sec	S	214300	236100	216000	243200	254000	228400
	Ln (S)	12.27	12.37	12.28	12.40	12.44	12.33
Total	S	1202400	1233000	1253000	1302500	1334000	1405800
	Ln (S)	13.99	14.02	14.04	14.07	14.10	14.15

S = Number of students

Source : Deptt of Economics & Statistics, H.P.

Year-wise Growth in number of Students at Different Levels

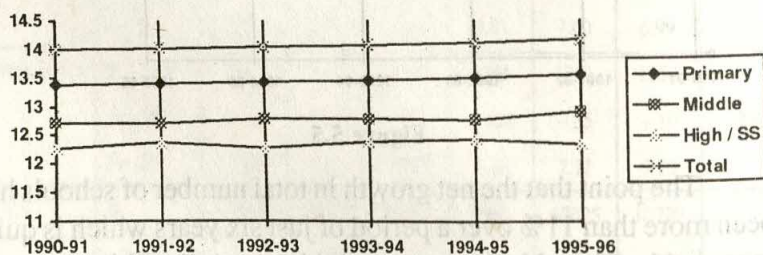


Figure 5.6

TABLE 5.8

**Year-wise Growth in number of Teachers at Different Levels
(1991-92 to 1995-96).**

Level		1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Primary	T	18780	18837	24222	23135	23258	30688
	Ln (T)	9.84	9.84	10.09	10.05	10.05	10.33
Middle	T	5758	5872	6058	6311	6605	6320
	Ln (T)	8.66	8.68	8.71	8.75	8.80	8.75
High/Sr.Sec	T	14272	14779	15711	15931	16185	16523
	Ln (T)	9.57	9.60	9.66	9.68	9.69	9.71
Total	T	38810	39488	45911	45377	46048	53531
	Ln (T)	10.57	10.58	10.73	10.72	10.74	10.89

T = Number of teachers

Source : Statistical outline, Himachal Pradesh Deptt of Economics & Statistics, H.P.

Year-wise Growth in number of Teachers at Different Levels.

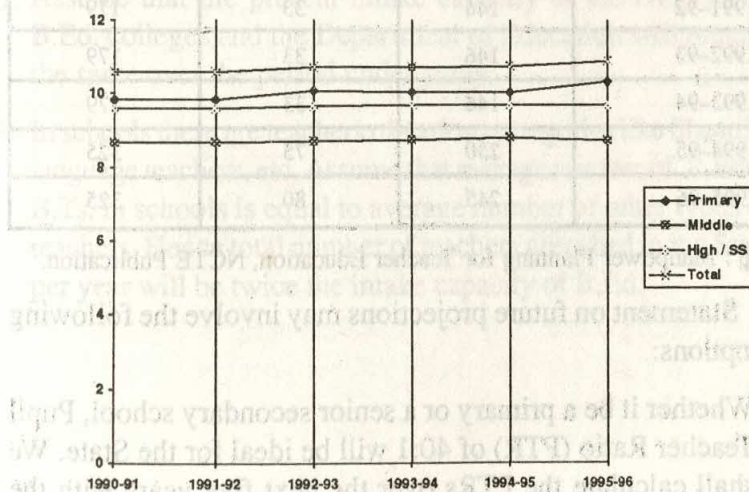


Figure 5.7

TABLE 5.9**Year-wise Enrolment in the Teacher Training Institutes
(1991 to 1996)**

Year	No of TTIs	Male per TTI	Female Per TTI	Total Per TTI
1991-92	6	99	69	168
1992-93	6	99	69	168
1993-94	6	99	69	168
1994-95	6	99	69	168
1995-96	7	86	48	134

Source: Manpower Planning for Teacher Education, NCTE Publication.

TABLE 5.10**Year-wise Enrolment in Teacher Training Colleges
(1991 to 1996)**

Year	Male	Female	Total
1991-92	146	33	179
1992-93	146	33	179
1993-94	146	33	179
1994-95	250	75	325
1995-96	245	80	325

Source : Manpower Planning for Teacher Education, NCTE Publication.

Statement on future projections may involve the following assumptions:

- i) Whether it be a primary or a senior secondary school, Pupil Teacher Ratio (PTR) of 40:1 will be ideal for the State. We shall calculate the PTRs over the next five years with the

help of Tables 5.8 and 5.9.

As long as the PTR does not cross the 'red line' of 40:1 we shall not need more teachers but as and when the 'red line' is crossed we shall need additional human resource. This is our litmus test.

- ii) Take 1995-96 as the 'base year'.
- iii) To extrapolate :
 - (a) The number of students over the next five years: Assume the average rate of growth to be valid over the period under study.
 - (b) The number of teachers available over the next five years: Assume that the intake capacity of the teacher training institutions in the State will be the same as in the 'base year' over the period under study.
- iv) Assume a decline of 3% in the number of teachers due to various factors like retirement, untimely death, premature retirement, quitting job for greener pastures etc.
- v) Assume that the present intake capacity of the DIETs, the B.Ed. colleges and the Department of Education will remain the same over the period under study.
- vi) In schools there are teachers of various categories like Shastris, language teachers, etc. Assume that average number of B.Eds./ B.Ts. in schools is equal to average number of other types of teachers. Hence total number of teachers absorbed in the State per year will be twice the intake capacity of B.Ed.

TABLE 5.11

**Year-wise Rate of Growth of Pupils
(during 1990–1996)**

S. No.	Year	Type of School		
		Primary	Middle	High & Sr Sec
		Rate of Growth	Rate of Growth	Rate of Growth
1	1991–92	662600/656900=1.009	334300/331200=1.009	236100/214300=1.101
2	1992–93	681000/662600=1.028	356000/334300=1.064	216000/236100=0.914
3	1993–94	703800/68100=1.033	355500/356000=0.998	243200/216000=1.125
4	1994–95	726000/703800=1.032	354000/355500=0.995	254000/243200=1.044
5	1995–96	777000/726000=1.070	40040/354000=1.131	228400/254000=0.899
Average Rate of Growth		1.034	1.039	1.016

To construct tables on future projections, the following formula(e) are used, taking 1995–96 as the base year.

- i) To calculate number of students in subsequent years:

$$T_n = T_{n-1} \times \text{Average Rate of Growth}$$

- ii) To calculate number of teachers in subsequent years:

$$\begin{aligned}
 T_n &= [T_{n-1} + \text{Intake capacity of all the training} \\
 &\quad \text{institutes minus 3\% (} T_{n-1} + \text{Intake capacity of all} \\
 &\quad \text{the training institutes in the State)} \\
 &= 97\% (T_{n-1} + \text{Intake capacity of all the training} \\
 &\quad \text{institutes in the State)}
 \end{aligned}$$

According to Table 5.9, the intake capacity is 134 J.B.Ts. per DIET that comes to a total of 1608 per year for 12 DIETs.

Intake capacity of B.Eds. :

a) According to the information given in 4.5.2, the intake capacity for B.Ed. course in the State—

- i) for the year 1996–97 was 200;
- ii) for the year 1997–98 was $800+200 = 1000$;
- iii) and for the year 1998–99 onwards shall be 200.

b) Intake capacity in the College of Teacher Education, Dharamshala, according to Table 5.10 in the year 1995–96 was 325.

Hence

i) Total Intake Capacity of B.Ed. = a (i) + b = 525 for the year 1996–97

ii) Total Intake Capacity of B.Ed. = a(ii) + b = 1325 for the year 1997–98

iii) Total Intake Capacity of B.Ed. = a (iii) + b = 525 for the year 1998–99 onwards

Table 5.12 through 5.13 have been constructed keeping these figures and the above assumptions and formulae in mind.

TABLE 5.12

Pupil Teacher Ratio in Primary Schools
(for the period 1996–2001)

S. No.	Year	Number of Pupils	Number of Teachers	Pupil Teacher Ratio	Less or more than 40:1
1	1995–96	777000	30688	25.32	Less
2	1996–97	803418	31327	25.67	Less
3	1997–98	830734	31947	26.00	Less
4	1998–99	858979	32548	26.39	Less
5	1999–2000	888184	33131	26.81	Less
6	2000–01	918382	33697	29.25	Less

Growth of PTR Primary Schools
(for the period 1996–2001)

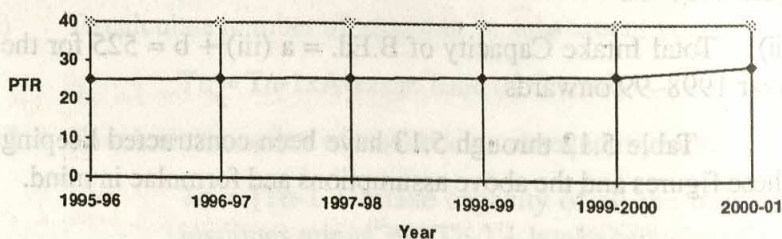


Figure 5.8

TABLE 5.13
Pupil Teacher Ratio in Middle, High and Senior Secondary Schools (for the period 1996–2001)

S. No.	Year	Total Number of Pupils	Total Number of Teachers	Pupil Teacher Ratio	Less or more than 40:1
1	1995–96	628800	22843	27.52	Less
2	1996–97	648069	23176	27.96	Less
3	1997–98	668007	25051	26.66	Less
4	1998–99	688636	25318	27.19	Less
5	1999–2000	709984	25577	27.75	Less
6	2000–01	732076	25828	28.34	Less

Growth of PTR Middle, High and Senior Secondary Schools (for the period 1996–2001)

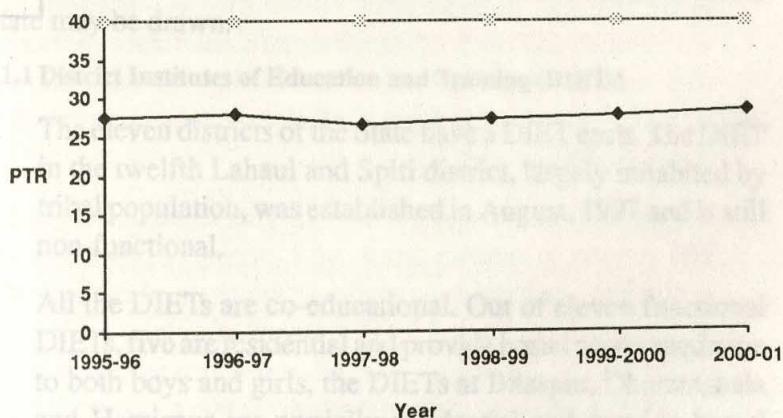


Figure 5.9

Thus, the requirements never cross the 'red line of PTR of 40:1'. This leads to the conclusion that the State has sufficient resources to take care of its needs in the field of Primary, Middle, High and Senior Secondary School Education till the year 2001 and beyond.

This lends a very happy note, at least from the point of view of a statistician. It so happens that statistics, many a time, may hide ugly facts. In the State there are many privileged schools which have surplus staff at the cost of other schools. This sort of system of postings leads to 'imbalances'. In many a school, teachers use public address systems to teach in the classroom because the sections are too big. There are schools where many subjects go abegging for teachers. In many a school the load is so light that teachers have enough leisure to bask in the sunshine. Thus, the policy of postings and transfers should be rationalised so that the benefit of standard 'pupil teacher ratio' is enjoyed by all the schools located anywhere in the State.

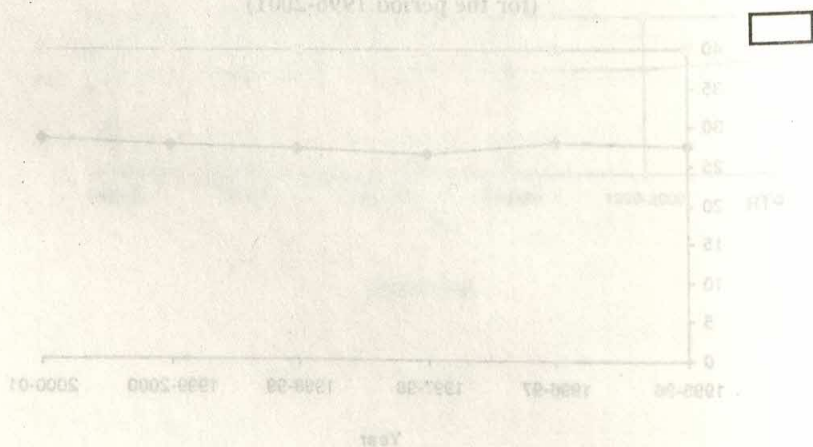


Figure 2.9

Chapter 6

CONCLUSIONS AND SUGGESTIONS

6.1 Conclusions

In the light of the analysis and interpretation of data collected from different DIETs, Department of Education H.P. University, College of Teacher Education, Dharamsala, St. Bede's College, Shimla and SCERT Himachal Pradesh, Solan, the following conclusions in the context of status of teacher education in the State may be drawn.

6.1.1 District Institutes of Education and Training (DIETs)

1. The eleven districts of the State have a DIET each. The DIET in the twelfth Lahaul and Spiti district, largely inhabited by tribal population, was established in August, 1997 and is still non-functional.
2. All the DIETs are co-educational. Out of eleven functional DIETs, five are residential and provide hostel accommodation to both boys and girls, the DIETs at Bilaspur, Dharamshala and Hamirpur are partially residential and provide hostel accommodation to girls only while DIETs of Kullu, Reckong Peo and Una have no hostel facilities.
3. Most of the DIET buildings are under construction and they

are functioning in rented buildings. These rented buildings were not constructed for DIETs but for totally different purpose(s); hence do not fulfil the norms and standards laid down by MHRD in respect of infrastructural facilities such as equipment and library facilities. Rooms are small in size and lack good ventilation and sufficient natural light which are basic requirements of the buildings in any hill State.

4. Most of the DIETs have only two functional units, viz., pre-service training and in-service training. The required number of seven functional units as per norms and guidelines of the MHRD hardly exist in any of the DIETs.
5. Norms laid down by the NCTE in respect of academic staff, physical infrastructure, admission criteria and curriculum transaction are not followed adequately by the DIETs.
6. There is hardly any application and use of innovative practices such as role playing, simulation, micro-teaching, team teaching etc. in any of the DIETs. Non-availability of expert teachers in educational technology, inadequate accommodation, lack of infrastructure and funds are major constraints in the effective utilisation of educational technology in various pre-service and in-service teacher training programmes.
7. Eligibility for admission to the two-year diploma course for JBT course is matriculation with second division or its equivalent. Admission is made on the basis of merit in the entrance test conducted by H.P. Board of School Education followed by interview. The selection procedure is very cumbersome and the procedure suffers from certain limitations. The entrance test assesses general knowledge and numerical ability only. These tests hardly include items measuring aptitude and interest in teaching profession.
8. There is hardly any participation of teacher educators in

curriculum planning and development. Competencies are not even specified in the syllabi; professional ethics and moral values are neglected. Latest trends in education are not adequately reflected in the curriculum. The curriculum is not revised as frequently as it should be.

9. Seminar is the most preferred method of training of pupil teachers in respect of adult education, non-formal education, multigrade teaching and population education in DIETs. The mode of curriculum transaction in the classroom is through lecture method in most of the DIETs while practical orientation is mostly neglected.
10. There are no demonstration schools attached to DIETs and practice teaching is mostly conducted in government schools. However, practice teaching is not achieving the aim of preparing the teacher trainees to face classroom situations because it is done merely to fulfil requirements of the curriculum.
11. In case of academic staff thirtytwo posts out of two hundred and four and nine posts out of seventyeight on the administrative side are lying vacant. The recruitment of teaching faculty is mainly done by deputation of teachers from senior secondary schools without any deputation allowance. Dual control of the academic staff, lack of incentives and staff quarters are some of the major problems faced by the academic and non-academic staff. Separate cadre for DIET's faculty is required for successful implementation of in-service and pre-service training programmes.
12. There is no provision/mechanism for faculty development programmes. Due to overload of in-service and pre-service training programmes, the DIET faculty hardly get any chance for their own academic growth and development.

13. There is no special provision for the training of teachers for imparting instruction to disabled students, disadvantaged groups (SC, ST, and OBC), mixed ability groups and integrating science in most of the DIETs. However, individual counselling and guidance is provided in exceptional cases.
14. There is no provision of guidance and counselling sessions for teacher trainees with regard to the opportunities for employment and no record of pass out students to monitor as to how many of them got employment is maintained.
15. Shortage of accommodation, lack of trained staff and resource persons, low rate of honorarium to experts and non-availability of teaching modules and aids are major problems faced by the DIETs. The uniform release of grants to every DIET irrespective of their location, area and region also creates problems for the smooth conduct of academic programmes.
16. The communication gap, lack of co-ordination between the DIETs and Directorate of Primary Education and other State agencies is also a major problem in smooth functioning of these institutes.
17. Research/innovation is the weakest area of the DIETs. Hardly any DIET undertakes research in any field and there are no such activities likely to be undertaken in the near future.

6.1.2 Department of Education, Himachal Pradesh University, Shimla

1. The Department of Education (D.O.E), having the status of Department under Special Assistance (DSA) under U.G.C. scheme since 1987, offers post-graduate level courses viz., Post-Graduate Diploma in: (i) Guidance and Counselling, and (ii) Adult Education, apart from B.Ed., M.Ed. and Ph.D. courses. Other research activities which provide an action

based support to the faculty in the teacher training programmes include seminars/discussions, brain storming sessions, problem solving, extension lectures by eminent educationists and training in development of instructional material for disadvantaged groups of the State.

2. Physical infrastructure in terms of accommodation, equipment and laboratory facilities are satisfactory. One post of reader and seven posts of lecturers are lying vacant. The university has already initiated the process of filling up the vacant posts.
3. The admission criteria for B.Ed. programme is merit in entrance test subject to basic minimum eligibility of 45 per cent marks for general category and 40 per cent in case of SC/ ST applicants at graduation level. The entrance test comprises multiple-choice items of reasoning with numbers, words, figures, knowledge of teaching-learning, general knowledge and attitude towards teaching profession. The test includes very few items designed to measure aptitude and interest for teaching. There is no mechanism to measure the level of communication skills of the candidate.
4. Curricular and co-curricular activities in B.Ed. programme have been given due weightage, especially relating to SUPW activities. The mode of curriculum transaction is practicum based i.e. through discussions, seminars, audio-visual aids and computers. Competencies in respect of communication skills are not identified sufficiently.
5. There is no Demonstration School attached to the Department which could serve the purpose for conducting experiments relating to development of teaching skills among the student teachers and also for conducting studies relating to teaching, learning and evaluation processes. Practice teaching is conducted in government and private schools. Pupil teachers

are prepared for practice teaching through theory of teaching followed by demonstration by teachers, simulated teaching, role play and micro teaching. Pupil teachers do not undergo induction programme (to observe actual teaching in the school situation) and discussion with the teachers.

6. There is no placement cell in the Department for conducting campus interviews. However, teachers provide counselling to the pupil teachers in respect of opportunities for employment.
7. Orientation programmes and refresher courses are the main programmes for faculty development organised in collaboration with the Academic Staff College apart from the regular seminars organised by the Department. There is no well defined follow up mechanism after the training.
8. Due to lack of accommodation for board and lodging of in-service teacher trainees, the Department finds it difficult to organise these programmes in the University. Very few programmes for teachers serving in the schools of the State have been organised during the last five years.
9. There is stagnation among the academic staff of the department at the Lecturer level due to the fact that the number of Readers' posts is very few in the Department.
10. The Department has a separate library in the main library of the university and there are adequate number of text books and reference books available in the library. However, lack of adequate grant-in-aid for subscribing to international journals is the main problem faced by the department.

6.1.3 Government College of Teacher Education (CTE), Dharamshala

1. Physical infrastructure in terms of office space and classrooms is not adequate. As regards the academic staff, student teacher ratio as prescribed by the NCTE norms is partially fulfilled as 3 posts of lecturers and 2 posts on administrative side are lying vacant.
2. The college uses various types of audio visual aids for teaching while providing instruction to pupil teachers. But, there is hardly any use of innovative practices such as role play, simulation, team teaching etc.
3. Eligibility criteria for admission to the B.Ed. course is graduation with 45 percent (40 percent in case of SC/ST). Admission is based on the criteria of merit drawn in the combined entrance test conducted by Himachal Pradesh University. The test is of Multiple Choice Questions (MCQ) in which the main emphasis is on general knowledge and numerical ability. There is hardly any emphasis on measuring the aptitude for and interests in teaching profession and communication skills of the candidate.
4. There is no specialised training of teacher trainees in the fields of adult education, non-formal education, multigrade teaching and population education. However, there is a provision for teaching non-scholastic subjects such as music, drawing, arts, physical education and yoga. Main emphasis for transaction of curriculum in the classroom is on lecture method. Practicum-based techniques such as discussions, seminars, questioning and mastery-learning strategies are not given due weightage.
5. There is no demonstration school attached to CTE. Practice teaching is conducted in government schools. Teacher trainees

are not given exposure to the real classroom situations before practice teaching. In its present form, it does not achieve its objective because it is done merely to fulfil the requirements laid down by the syllabus/curriculum.

6. There is hardly any placement cell in the CTE for its pupil teachers and the college does not maintain any record of pass outs.
7. There is no staff for teaching vocational subjects, environmental education, population education and women studies and also for handicapped students and students with special needs. Since there is no mechanism of faculty development programmes, CTE faculty hardly gets any chance for their own academic growth.
8. Major problems faced by the CTE in conducting in-service training programmes are accommodation for in-service teachers, non-availability of resource persons and lack of follow up mechanism after the training programmes for the assessment of programme outcomes in terms of quality improvement in the real classroom situations.
9. Research is the most neglected area of the institution as hardly any research activity has been undertaken by the CTE. In future too, no research study is likely to be undertaken.

6.1.4 State Council of Educational Research and Training (SCERT), Solan

1. SCERT is housed in the middle storey of a hired building which is constructed for residential purpose. The accommodation is inadequate, dark and badly located. It has only one hall for conducting in-service teacher training programmes. The capacity of the hall is not more than 30 persons. There are no rooms for laboratory and computer facilities. Because of its location in residential building, there

- is hardly any congenial environment for educational research and training.
2. It is difficult to imagine a State level training institution without hostel facilities for the participants of in-service teacher training; the SCERT does enjoy such a distinction. No provision for hiring a building on rent for the hostel purpose has been mooted by the government.
 3. There is no specific policy for recruiting SCERT faculty. The posts are filled by transfers from colleges and schools. No staff quarters are available for academic as well as administrative staff.
 4. There are very few defined departments in the Council which are manned by two or three faculty members. There are only 19 academic posts including those of principal, librarian and artist which are insufficient for the smooth functioning of the Council.
 5. Major problems faced by the Council to conduct the in-service training programmes include inadequate teaching space/ hall, non-availability of board and lodging facilities for participants, low rate of honorarium for resource persons, lack of interest by participants and low turn over of participants.
 6. Due focus on research activities has not so far been given by the Council as there was no provision for conducting research activities in the last 5 year plan budget. Research is a neglected area which needs due consideration.
 7. The State government has undertaken steps for strengthening this apex educational institution and decided to give autonomous status to it in the beginning of 1997. It will take another two years to make it a first rate institution.

8. The library of the Council is not equipped with latest books due to the fact that no funds were made available for purchase of books in the past years' budget. The space for the library is also inadequate which forces the Council to dump the available books in almirahs.

6.2 Educational Implications and Suggestions

1. DIET at Lahaul-Spiti district is still non-functional. This district is largely inhabited by tribals and is also covered under District Primary Education Programme (DPEP). Almost all parts of this district remain snow bound for six to eight months during the year and thus remain cut off from other parts of the state. The National Policy on Education 1986/92 has emphasised that the fruits of education should reach the farthest corners of the country so that the disadvantaged groups including Scheduled Tribes living in the far flung snow bound areas are benefited meaningfully. In order to orient school teachers with innovative ideas pertaining to methodology and pedagogy of teaching-learning, and evaluation procedures and techniques, the DIETs are to play a significant role keeping in view of the specific needs of teachers serving in elementary and secondary schools of tribal areas. Hence, the DIETs of Lahaul-Spiti and Kinnaur districts should receive utmost attention by the State government to make them effective.
2. In most of the DIETs, there is lack of hostel facilities to accommodate pre-service pupil teachers. Teachers, drawn from elementary schools to participate in the orientation/in-service programmes conducted by the DIETs, face hardships due to non-availability of board and lodging facilities. Daily allowance of the teachers who attend the in-service programmes is uniformly low at almost all places of the State. D.A./Honorarium for attending such training programmes

may be enhanced and should be fixed on cost of service principle taking into consideration the geographical location of the area. In case it is not possible to enhance such allowances, a provision for free board and lodging must be made by the organisers of the training programmes.

3. Infrastructural facilities in terms of building, laboratory, library and equipment are inadequate in most of the DIETs. Since, the infrastructural facilities are generally regarded as the main factors for the success of training institutions, special funds and area specific funds may be made available to the DIETs by the government.

4. Large number of applications are received for basic training courses because of their popularity and employment potential in the State. After the introduction of the entrance test for admissions in 1996, the process became somewhat more scientific. In the test for admissions, major emphasis is laid on mental ability and general knowledge. There is hardly any consideration for the aptitudes and interests of the candidates. Moreover, a candidate with matric/high school qualification seems to be less mature academically for taking up teaching assignment after this course. In view of this, minimum academic qualification for eligibility to basic training course should preferably be enhanced and fixed at 10+2 with at least 50 per cent marks. The selection test should include items of aptitude and interest in teaching in addition to the components of reasoning and general knowledge. Communication skills should also be determined by introducing group discussions and interview at the time of final selection of the candidate. An undertaking for serving in the rural/tribal and hill areas should be sought from the candidate before admission so that recommendations of Programme of Action (POA), 1992 in respect of elementary

schools in the tribal/hill/remote areas are fully implemented.

5. The curriculum prescribed by the Himachal Pradesh Board of School Education for basic training course of all the DIETs is of uniform standard. The mode of evaluation in pre-service training programme is both external and internal. There is hardly any review of the curriculum by the committee of experts and practitioners for making it up to date, relevant and comprehensive. Curriculum Review Group of teacher educators working in DIETs, SCERT and University should be formed so that periodic revision in the light of latest changes and innovations in teacher education is made a permanent feature. The curriculum should be modified and revised at least once every five year.
6. In almost all the DIETs, there is hardly any provision for a good educational technology laboratory including computers. Teachers, specially serving in the rural and tribal areas, need effective and adequate exposure to the latest educational technology so as to orient them to innovative techniques to be used in formal and non-formal settings. It is suggested that effective and meaningful steps be undertaken for the improvement of educational technology unit in all the DIETs. Moreover, computer education should be made an integral part of the core curriculum. In-service practical orientation in the use of educational technology including use of media techniques be provided to DIET faculty through Quality Improvement Programme (QIP) and in-service programmes organised by universities and other national organisations. There is hardly any provision of specialized orientation in advanced technology for DIET faculty. Therefore, DIET faculty members should be deputed, for their own academic growth and development, to various state level institutions including University and SCERT frequently.

7. In view of the unique importance of Socially Useful Productive Work (SUPW) for all round development of the child and well being of the nation, great importance has been given to it in most of the important schemes, reports and documents on education. The different nomenclatures in which SUPW has been implemented in different States in India are Work Experience, Work Education, Art and Craft, Pre-vocational Education and so on. The latest and more comprehensive term for 'education with hands-on experience' in India is Socially Useful Productive Work (SUPW) which covers even certain scheme like 'Earn While You Learn,' activities under TRYSEM and Agricultural Science Centres, National Service Scheme etc. There is hardly any provision for pre-service and orientation courses for in-service training for teachers providing instruction in SUPW activities in the State. In view of this, it is suggested that SUPW should be an integral component of pre-service and in-service teacher education programmes. Teacher education programme of may be revised on the basis of the recommendations of NCERT. Special Orientation Programmes of short-term duration may be conducted for DIET faculty members. At the State level apart from Directorate of Education, SCERT should take up the responsibility of organising training programmes and take meaningful steps to produce literature on SUPW in terms of source books, guide books, doing-learning units, unit plans, resource units, manuals etc. on different work activities which should be helpful to the teachers.
8. In view of revolutionary changes which have taken place in all areas of life during the last four decades due to industrialization, socio-economic development and use of technology and automation, it has become necessary to introduce guidance and counselling programmes so as to cope with the future demands of teaching profession. Since there

is no placement or guidance and counselling cell available in any of the DIETs, it is suggested that each DIET should establish a Guidance and Placement Cell and assign the task to a faculty member who can discuss and disseminate information about job opportunities available to the teacher trainees in and outside the State.

9. The Directorate of Education has sanctioned about 204 academic and 78 administrative posts for smooth functioning of DIETs but many posts in both the categories are vacant. The number of these posts is inadequate (especially in respect of expert teachers in educational technology, computers and methodology). Keeping in view the requirements of teacher education and the norms prescribed by the NCTE and in order to ensure that the implementation of teacher education programmes can yield successful results, State Department of Education and the Directorate of Primary Education should provide DIETs with well qualified academic and support staff in adequate number alongwith other incentives such as deputation allowance, facility of staff quarters etc. to motivate teachers for the success of the teacher education programme in the State.
10. Staff co-ordination and Management Information System (MIS) should be strengthened between DIETs, Directorate of Primary Education and SCERT for running the teacher education programmes in the institutes more effectively. Besides, it should be ensured that the problems/suggestions of the DIETs are attended to expeditiously and the problems are sorted out without unnecessary delay by the Directorate. For this, setting up of a separate Teacher Education Cell at Directorate level should be seriously considered. This would bring about effective co-ordination between the DIETs and the Directorate of Education.

11. The Department of Education, H.P. University, Shimla was granted the status of Department Under Special Assistance by the University Grants Commission in 1987 and presently the Department is in the second phase under the UGC programme of Special Assistance. Keeping in view the thrust areas as identified by the UGC, the department has undertaken some research projects pertaining to education of the disadvantaged groups which include SC, ST, and hill women. The teacher trainees especially at the B.Ed. level are provided orientation courses keeping in view needs of the children belonging to the disadvantaged communities. A course on Environment Education and Human Values has also been introduced at the B.Ed level followed by specialization in the courses at the Masters and Ph.D. levels. However, there is no co-ordination between the Department of Education, College of Teacher Education Dharamshala, different DIETs and SCERT, Solan. Every organisation which is directly or indirectly related to the cause of Teacher Education functions in isolation and consequently all the research and academic efforts made by the Department of Education, H.P. University do not get any support in field situations of the State. In view of this, a State Co-ordination Committee be set up to co-ordinate activities of all the institutions dealing with the training and orientation of pre-service and in-service teachers.
12. Admissions to B.Ed courses are made by H.P. University through entrance test. The test comprises of items measuring numerical ability and general knowledge and no items pertaining to teaching aptitudes, interest and attitudes are included in the test. Due emphasis on teaching aptitude and interest should, therefore, be given in the entrance test. Group discussions followed by personal interview also need to be introduced for admission so as to assess communication skills of the candidate.

13. Teachers after training are to work in schools and there they are likely to face problems relating to slow learning, delinquency, truancy, dropouts, absenteeism, stagnation etc. These problems need to be tackled through action research programmes. But no worthwhile endeavours are made to orient pre-service and in-service teacher trainees in the conduct of action research. In view of this, Department of Education, H.P. University should organise in-service training programmes for teacher educators of DIETs, SCERT, CTE and school principals for providing practical training in the conduct of action research.
14. Findings of the study reveal that teacher trainees hardly undergo any induction programme for observing teachers in actual classroom situations in the schools. Such programmes are essential for the teacher trainees so as to get acquainted with the problems which they may have to face in the real classroom situation after joining the profession. It is, therefore, necessary that the Department of Education and CTE should make serious efforts for starting induction programmes for their teacher trainees.
15. Results of the study also reveal that most of the teachers in the Department of Education, H.P. University, College of Teacher Education, District Institutes of Education and Training (DIETs) do not possess Master's Degree in the disciplines in which they have to orient teacher trainees in the pre-service training programmes. This is a serious problem because a teacher who does not possess sufficient knowledge about the content of the subject matter can hardly do any justice to the discipline while providing instruction despite undergoing any orientation/ training in the methodology of teaching. The University and Government of Himachal Pradesh should consider this aspect while recruiting teaching

faculty in the Department of Education, Colleges of Teacher Education and DIETs

16. Orientation of teacher trainees in the development of pedagogy and methodology of teaching needs to be strengthened with a strong theoretical background and conceptual framework relating to its various aspects and dimensions. Teacher trainees need to understand problems at the local, regional and national levels in the context of social, political, cultural and economic needs. In all the courses, instructional processes through lectures need to be minimised; in the least they should be converted into interactive discussions with a lot of teacher trainees' participation. The orientation of teacher trainees, individually as well as in group, through guided or independent study, theoretical and practical assignments, tutorials, panel discussions, seminars, role play, team teaching, brain storming etc. needs to be maximised.
17. Little emphasis is laid on the practical aspects of practice teaching. The teacher trainees are provided less time while preparing them for actual practice teaching sessions in the schools. That more sessions of role playing and micro-teaching be organised by the teacher education institutions, they need to be equipped with a good technology laboratory having all the audio-visual facilities. There should be more of feedback sessions in such practicals so as to identify weak teaching points for suggesting remedial measures.
18. The institutions do not follow a comprehensive scheme for the evaluation of learning outcomes of teacher trainees so as to give due emphasis and weightage to different units of course content employing a variety of techniques and tools. It is, therefore, suggested that an adequate formative internal evaluation based on the classroom interaction, discussion,

presentation, tutorials, seminars, theoretical and practical assignments may be tried out systematically. Each teacher trainee should be asked to select a topic for action research and conduct the study after providing a training in the selection of the problem areas and execution of the action research project relating to teaching learning and evaluation processes in and outside classroom situations.

19. The profile analysis of CTE reveals that the institutional environment is not conducive enough to train pre-service teacher trainees in an effective manner because of problems pertaining to qualified staff and other essential infra-structural elements. Therefore CTE should be provided with adequate number of teacher educators and specializations in different areas of teacher education to facilitate smooth and desirable training of teacher trainees and also to meet requirements of in-service training programmes for its own faculty as well as for the specific requirements of the DIET faculty. It is equally desirable that CTE should have liaison with Department of Education, H.P. University and SCERT, Solan to design various training programmes alongwith research and extension activities for producing effective teachers.
20. The profile analysis of SCERT poses major challenges because of its structure and functioning. To meet future requirements of teacher education programmes, especially with the launching of DPEP and establishment of DIETs, there is an urgent need for specialized faculty in different Departments/ Cells of SCERT catering to various aspects of school education and extension education. The training programmes for academic growth and development of faculty members, involved in teacher education programmes, by nodal agencies such as NCERT, NIEPA Department of Education, H.P. University need to be explored by adopting different workable

strategies so as to enrich them with necessary skills for dealing with educational management issues in the context of fast changing educational scenario in the country in general and in the State of Himachal Pradesh in particular.

21. In order to strengthen teacher education programmes in the State, the policy of staffing pattern in the teacher training institutions namely DIETs, CTE and SCERT needs a fresh look by educational administrators of the State to provide permanent cadre to these institutions. It is also essential to orient the faculty of these training institutions in the evaluation methodology so that all the ongoing programmes— both in school education and teacher training (pre-service and in-service)— can be evaluated periodically and systematically for identifying their strengths and weaknesses.
22. Future projections reveal some interesting facts, like the following :

Pupil Teacher Ratio :

- i. Pupil teacher ratio in 1995-96 for middle schools was alarmingly high, it was 63:1 whereas it was a cool 25:1 in 1966-67.
- ii. Pupil teacher ratio fell from 25:1 to 14:1 in the case of high/senior secondary schools over the same period.
- iii. Combined PTRs for middle/high schools and senior secondary schools rose from 25:1 to 28:1.

This shows mismangement. The government should think in terms of shifting teachers from high and senior secondary to middle schools to achieve a comfortable PTR in the middle schools as well.

- 23 DIETs and B.Ed. training institutes are adequately equipped to take care of future needs over the next five years. No doubt, PTRs do show an increase with passage of time, but the situation remains always under control. In the case of primary schools, it increases from 25.32:1 to 29.25:1 over a period of five years; it is just 0.8 per year. In the case of middle, high and senior secondary schools, the increase is marginal; it is only 0.16 per year. The Government of Himachal Pradesh need to rationalise its policy of postings in middle, high and senior secondary schools.

The Government of Himachal Pradesh has initiated meaningful and effective steps and also shows a determined will for spreading education at the primary level especially among the girls, ST/SC and children living in the far flung areas. The State Government has opened large number of elementary schools even in the farthest corners so as to achieve the goal of *Education for All* by the turn of the century. The benefits of education at the secondary and tertiary levels have also reached the difficult and inaccessible areas through the efforts of Himachal Pradesh University, Indira Gandhi National Open University and National Open School. However, there is only one teacher training college in the State at Dharmshala for providing B.Ed training, besides a few seats available in the Department of Education, H.P University. Due to lesser opportunities available to the candidates of the State for undergoing B.Ed. training, majority of them have to go to other States and incur huge expenditure in the form of tuition fees, donations and living expenses. In view of this, the State Government as well as H.P. University should initiate steps for opening more training colleges in the state and also increase the number of seats in CTE Dharamshala and Department of Education, H.P University, Shimla so that students having aptitude for teaching may not have to enrol themselves in substandard institutions in other parts of the country.

The State Government should evolve a well thought out concerted policy of manpower planning for teacher education in the state. This would necessitate a multi-dimensional approach involving identification of areas where educational facilities have to be provided with, school mapping to determine catchment areas, teacher pupil ratios that are necessary to make teaching/learning process more effective and efficient to affect reduction in incidence of stagnation and premature withdrawal from schools. It may also be stressed that realistic planning would not be possible if the entire State is taken as a unit. There is need for planning for specific geographical locations; districts, blocks and even villages could be micro units of planning for educational development and working out teacher requirements on a long term basis. Recruitment of teachers for specific subjects like sciences, mathematics, English, languages etc. need to be assessed out separately. Special incentives need to be provided to recruit and retain teachers of these categories of subjects.

Keeping in view the ecology of the State, difficult terrains and also scantily scattered rural and tribal population residing in the remote and snowbound mountains, the NCTE should also be flexible in enforcing its national norms for granting affiliation to teacher education institutions for generating necessary manpower to meet challenges of expanding educational opportunities to the people of the State.



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STATUS STUDY OF TEACHER EDUCATION IN HIMACHAL PRADESH

QUESTIONNAIRE

GENERAL

1. Name of the Institution _____
2. Address of the Institution _____
3. i) Name of the Head _____
of Institution
ii) Contact Telephone No _____
if any, at Residence _____ Office _____
4. Year of Establishment _____
5. Affiliated to _____ University/ Board
6. Type of Your Institution.
 - i) Independent College ☐
 - ii) University Department _____ under the faculty _____
 - iii) A DIET or a Basic Training School _____
 - iv) A Teacher Training Centre (TTC) ☐
 - v) Any other please mention _____

(In case of a DIET, how many units are functional, please specify the names)

7. Programme of your Institution.

	Duration	Year when started	No. of Seats	
			At beginning	At present
(i) Nursery Teacher Training	-	-	-	-
(ii) Junior Basic Training	-	-	-	-
(iii) Bachelor of Education	-	-	-	-
(iv) Master of Education	-	-	-	-
(v) M.Phil	-	-	-	-
(vi) Doctor of Philosophy	-	-	-	-
(vii) Any other	-	-	-	-

8. Is there any programme run by your institution which is offered by non-conventional approach ? (distance/ correspondence/ vacation).

Course	Duration	Intake	Mode
i) B. Ed.	—	—	—
ii) M. Ed.	—	—	—
iii) Any other	—	—	—

9. What is the accommodation available / No. Adequate/ Inadequate

- i) Classroom
- ii) Staff Room/ Cubicals
- iii) Music Room
- iv) Craft Room (s)
- v) Teaching Lab
- vi) Laboratories
- vii) Principal's Office
- viii) Office space
- ix) Students Common Room
- x) Toilets
 - (i) Boys
 - (ii) Girls
 - (iii) Male Staff

- (iv) Female Staff
- xi) Assembly Hall
- xii) Play Ground
- xiii) Gymnasium
- xiv) Computer Room
- xv) Any other, please mention.

10. Is your institution following the norms and standards prescribed by NCTE in respect of :

- i) Staff
- ii) Physical Infrastructure
- iii) Admission Criteria
- iv) Curriculum Transactions

11. How do you utilise educational technology in strengthening your programmes ?

ADMISSION

12. Criteria of Admission to various Courses in Regular Mode.

Course	Eligibility	Entrance Test (Weightage)	Interview (Weightage)	Merit in the Qualifying Exam	Reservation
(i) NTT/TTC (ii) JBT (iii) B.Ed. (iv) M. Ed. (v) M. Phil/ (vi) Ph. D. (vii) Any other					

13. Criteria of admission to various courses of Correspondence mode

Course	Eligibility	Entrance Test (Weightage)	Interview (Weightage)	Merit in the qualify- ing Exam	Reservation
B.Ed.					
M.Ed.					

14. Have you been following the above admission policy since the inception of the course or has it been revised since then ? Please make a mention course-wise.

CURRICULUM AND CO-CURRICULAR ACTIVITIES

15. Please indicate the weightages given to theory, practical work and practice teaching/ internship .

Name of the Course	JBT	B.Ed.	Weightage (%)	Total Marks
(i) Theory Papers				
(ii) Practical Work				
(iii) Practice Teaching				

16. In theory mention the papers.

(i) Core Papers

(ii) Optional Papers

(iii) Teaching subjects

(iv) Other specialization like population education/environment/
women studies

17. What are the work experience/SUPW activities included in
practical work ?
(course-wise).

I)

II)

III)

18. Is there any provision for teaching non-scholastic subjects ?

(i) Music

☐

(ii) Drawing

☐

(iii) Arts

☐

(iv) Physical Education

☐(v) Any other, please specify

19. How personnel for Adult Education/National Formal Education/Multigrade Teaching/ Population Education are trained ? Please Specify

20. Mode of transaction teachers generally use in the curriculum transaction.

Mode	Weightage percentage-wise
(i) Classroom interaction only.	
(ii) Discussions/ Seminars also.	
(iii) Audio-visual aids including films.	
(iv) Computers	
(v) CCTV	
(vi) Any other Supplement, please, mention	

21. For practice teaching what type (s) of schools are available ?

- Your own demonstration school.
- Government schools.
- Private schools.
- Aided schools.
- If, a combination of above please specify.

22. Mention the teaching subjects offered by students teachers:

Name of the teaching subject	No. of lessons	Duration of Practice Teaching

23. How are the pupil-teachers prepared for practice teaching ?

- Theory of teaching followed by demonstration by teachers or old students.
- Simulated teaching/ Role Play.

- (iii) Micro teaching.
- (iv) If, the institution is using a combination of the above or any other method, please specify.

24. Is there any minimum number of lessons prescribed which are to be observed by the supervisor (s) ? Yes ☐ No ☐

(a) If yes, the number (or percentage) of lessons _____

25. Is there any attendance requirement ? Yes ☐ No ☐

(a) If yes, the number (or percentage) of lessons _____

26. Distribution of marks for internal (sessional) and final examination.

Courses	Internal (%)	External (%)	Pass percentage
1. B.Ed. (i) Theory (ii) Practical Work (iii) Teaching Practice			
2. J.B.T. (i) Theory (ii) Practical Work (iii) Teaching Practice			
3. TTC (i) Theory (ii) Practical Work (iii) Teaching Practice			

27. Who are generally the examiners of theory papers ?

- i) Internal
- ii) External
- ii) Both

28. What are the co-curricular activities offered by your institution for pupil-teachers for their training and development ?

- (i) Drama and other cultural activities.
 - (ii) Sports and games
 - (iii) Debate and other literary activities.
 - (iv) Any other (Tree Plantation/Campus Beautification/ NSS/ Health Education)
-
-
-

29. How are these activities organised ?

- (i) Pupil-teachers are divided into different houses.
- (ii) Pupil-teachers have their associations.

30. Do your teachers participate in curriculum development/ renewal programme

Yes ☐ No ☐

31. How do you integrate the education of the disabled students ?

32. How to you integrate teaching learning for the mixed ability groups in the classroom.

33. Are there any specific curricular inputs for the disadvantaged groups ? (SC/ST/OBC)

34. Is there any specific provision for teaching of integrated science ? Please Specify.

35. When was the syllabus last revised ?

EXAMINATION RESULTS

36. Course-wise result of students in the last 5 years.

Course	Year	Enrollment	Pass			Fail
			Ist	IIInd	IIIrd	Total
(i) B.Ed./ JBT/ITC	1992-93	—				
	1993-94	—				
	1995-96	—				
	1994-95	—				
	1991-92	—				

37. Do you follow the Semester System ? Annual/ Sem.

i) B.Ed.

ii) JBT

iii) TTC

STUDENTS' WELFARE

38. Is there any hostel facility available for students ?

Yes ☐ No ☐

(a) If yes, number of Girls and Boys that can be accommodated.

Girls _____

Boys _____

39. Are there any medical facilities available ? Yes ☐ No ☐

40. Does the institution guide/provide counselling to pupil teachers as regards the available opportunities for employment ? Yes ☐ No ☐

(a) If yes, please specify the activities.

41. Is there any stipend/financial assistance provided to students of disadvantaged group. Yes ☐ No ☐

a) If yes please specify:

i) SC _____

ii) ST _____

iii) OBC _____

iv) Gen. _____

☐ b) Free coaching for entrance test Yes ☐ No ☐

42. Does your institution keep a record of its graduates and conduct a follow up study ?

a) If yes, what is the percentage of

(i) Employed

(ii) Under-employed

STAFF DEVELOPMENT AND STAFF WELFARE

43. What is the staff strength in your institution ?

Sr. No.	Name of the post	Sanctioned Number	In position (Number)	Vacant	If vacant since how long
i).	Principal				
ii)	Professor				
iii)	Readers				
iv)	Lecturers				
v)	Craft/ Music Teachers				
vi)	Other Teachers/ (Lecturer School)				
vii)	Section Officer				
viii)	Assistant				
ix)	Sr. Clerks				
x)	Junior Clerks/ LDC				
xi)	Peons/ Helpers etc.				
xii)	Audio-Visual Operator				
xiii)	Technical Asstt.				
xiv)	Librarian				
xv)	Other Library Staff				

(a) If you do not have the sanctioned strength, please mention the reasons for the same.

(b) Do you have appropriate staff for teaching.

(i) Vocational

Yes ☐ No ☐

(ii) Handicapped

Yes ☐ No ☐

(iii) Special needs students/ trainees

Yes ☐ No ☐(iv) Environment/Population education/
Women StudiesYes ☐ No ☐

44. Please mention the qualifications, specialization and experience of academic staff of your institution.

Sr. No.	Designation	Qualification	Specialization	Experience of Teachers in School	Tr's training institute
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

45. Please mention the mode of recruitment of academic staff.

46. If your institution is a private one, are you paying salaries to the staff at par with their counterparts in government institutions?

Yes ☐ No ☐

(a) If no, how much per month the following categories of teachers are paid ?

- (i) Professor _____
 (ii) Reader _____
 (iii) Lecturer _____
 (iv) Other teachers _____

47. Do you depute your teachers for Seminar/ Workshops/
 Conferences ? Yes ☐ No ☐

- (a) How many of your teachers have attended refresher
 and/or orientation programmes organised by academic
 staff colleges ?

Total No. of Academic Staff	No. of Oriented Staff
_____	_____
_____	_____
_____	_____

- (b) Do your teachers participate in the development of
 instructional materials/ teaching aids ? Yes ☐ No ☐

If yes, specify

48. Does your institution organise seminars or any other staff
 development programmes ? Yes ☐ No ☐

- (a) If yes, how many such programmes have been organised
 by your institution in the last 3 years.

49. Is there a provision to orient teachers on ?

(i) Operation blackboard Yes ☐ No ☐

(ii) Minimum levels of learning Yes ☐ No ☐

(iii) Building relationship with community Yes ☐ No ☐

(a) If yes, please give details

50. Does your institution have provision for ?

(i) Provident Fund Yes ☐ No ☐

(ii) Insurance Yes ☐ No ☐

(iii) House building advances Yes ☐ No ☐

(iv) Vehicle advance Yes ☐ No ☐

(v) Formal Advance Yes ☐ No ☐

(vi) Medical re-imbursement for the staff Yes ☐ No ☐

(vii) Leave Travel Concession Yes ☐ No ☐

51. Do you have medical facilities available for the staff in the campus ?

Yes ☐ No ☐

52. Are there staff quarters for Teachers/Administration staff ?(i) Principal/Head Yes ☐ No ☐(ii) Teachers Yes ☐ No ☐(iii) Administrative staff Yes ☐ No ☐

(a) If yes, what is the overall percentage of the staff using staff accommodation.

40 and Less	40-60	60 and above
☐ No ☐ Yes		
Are you and your teachers invited to the programmes organised by participating schools? (a) If yes, how often? _____		

53. Does your institution have any alumni association ?Yes ☐ No ☐

(a) If yes, please specify the activities.

54. Do the teachers regularly publish articles/papers in journals ? Please let us know their contribution in the last three years.

1. _____

2. _____

3. _____

4. _____

5. _____

55. Please indicate the entitlement of leave in respect of the following:

- (i) Casual
- (ii) Special Casual
- (iii) Compensatory
- (iv) Earned
- (v) Medical
- (vi) Half-pay leave
- (vii) Leave without pay.
- (viii) Academic leave/Study leave

56. Are you and your teachers invited to the programmes organised by participating schools? Yes ☐ No ☐

(a) if yes, how often ?

ADMINISTRATION AND FINANCE

57. What are the problems related to management in your institution ?

58. What is the amount of fee charged annually ? Please give the break up

- (i) Tuition fee
- (ii) Library fee
- (iii) Capitation/ Donation/Development Charges etc.
- (iv) Other fee

59. Are there any fee concessions for students ?

Yes ☐ No ☐

(a) What is the criteria for the award of such fee concession ?

60. What is the annual budget of your institution ? Take the previous year as the base

(1995-96) (1996-97)

(i) Salaries _____

(ii) Pensionary Benefits _____

(iii) Other than salaries and pensionary benefits _____

61. Please mention the source of Revenue/ Income

(i) Fee _____

(ii) Donations _____

(iii) Endowments _____

(iv) Govt. Grants _____

(v) Any other _____

62. Have you got any developmental grants in the last 3 years ?

Yes ☐ No ☐

(a) If yes, for what purpose ?

(i) _____

(ii) _____

(iii) _____

IN-SERVICE PROGRAMMES

63. What are the kinds of in-service programmes for teachers ?

Also mention their duration.

Course

Duration

_____	_____
_____	_____
_____	_____
_____	_____

64. What is the number of participants covered in the last 3 years ?

65. How do you evaluate these courses?

66. How do you impart the courses ?

i) Exclusively with the help of own

faculty

Yes

No

☐ Yes ☐ No

ii) With the assistance of apex institutions

Yes

No

☐ Yes ☐ No

like NCERT, NIEPA.

iii) Other resource persons.

Yes

No

☐ Yes ☐ No

67. Is there any follow up mechanism ?

Yes

No

☐ Yes ☐ No

a) If yes, please mention

b) If no, please specify reasons

68. What are the specific problems faced while conducting these in-service programmes?

RESEARCH ACTIVITIES AND FUTURE VISION

69. Is there any provision of research activities in University/SCERT/DIET/CTE? Yes ☐ No ☐

(a) If yes

i) Projects Completed

ii) Projects at hand

70. Please mention about the innovative activities of your institution.

71. What are the strengths/weaknesses of your institution ?

i) Strengths

ii) Weaknesses

72. What plans do you have for the improvement of present programmes and development of your institution? Please mention priority wise?

73. Do you see any future challenges ?

Yes ☐ No ☐

a) If yes, what are these.

74. What additional resources would you need in the 9th five year for revamping your institution ?